DOCUMENT RESUME

ED 272 718 CE 044 821

TITLE Arkansas Educators-in-Industry Resource Manual.
INSTITUTION Arkansas State Industrial Development Commission, Little Rock.
PUB DATE [85]
NOTE 103p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Career Education; *Cooperative Education; Education Work Relationship; *Inservice Teacher Education; Instructor Coordinators; Postsecondary Education; Program Development; *Program Implementation; *School Business Relationship; *State Programs; *Work Experience Programs
IDENTIFIERS *Arkansas

ABSTRACT

This manual was written to assist communities, especially in Arkansas, in developing an educators-in-industry program, a graduate credit course that gives educators firsthand knowledge of the nature and range of employment in their regions. The guide contains 17 sections that give advice on how to set up and conduct the program. The guidelines presented suggest the following 12 action steps: hold an exploratory meeting, enlist university sponsorship, form an advisory committee, determine the objectives, prepare a fact sheet, enlist the host sites, contact the school districts, hold an orientation meeting, determine the semester schedule, determine the finances, issue news releases, and prepare materials (such as course outlines, schedules, grading systems, evaluation forms, maps, agendas, and handouts). The final five sections concern activities during the semester, publicity, the concluding banquet, certificates, and evaluations. Appendixes include questions and answers on the program, sample correspondence, agendas and schedules, course outlines, evaluation forms, newspaper articles, and other supplementary materials. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED272718

ARKANSAS

EDUCATORS-IN-INDUSTRY

RESOURCE MANUAL

THE PURPOSE OF THIS MANUAL IS TO ASSIST COMMUNITIES IN DEVELOPING AN EDUCATORS-IN-INDUSTRY PROGRAM. THE GUIDELINES ARE SUGGESTIONS; EACH CITY WILL DEVELOP ITS OWN VARIATION.

For more information, please contact:

Ms. Jan Partain
Director of Educational Resources
Arkansas Industrial Development Commission
One Capitol Mall
Little Rock, Arkansas 72201
(501) 371-5870

CE 044821

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Partain

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGEMENTS

There are many dedicated people in Arkansas and elsewhere who are involved in industry/education cooperative efforts. We are grateful to them for generously sharing their ideas and material and would especially like to acknowledge the following, whose work is evident in this resource manual:

Dr. Edgar Ansell
Edinboro State College
Edinboro, Pennsylvania

Dr. Peg Carroll
Fairfield University
Fairfield, Connecticut

Dr. Tom Harris
Old Dominion University
Norfolk, Virginia

Dr. Belva High
Francis Marion College
Florence, South Carolina

Dr. Ellen Kimmel
University of South Florida
Tampa, Florida

Dr. Gerald Jennings
Berry College
Mount Berry, Georgia

Dr. Lewis Patterson
Cleveland State University
Cleveland, Ohio

Mr. Bob Philip
Industry/Education Council
Hamilton-Wentworth, Ontario

Mr. Dave Pullias
Richardson Independent School District
Richardson, Texas

Ms. Nancy Roberts
Industry-Labor-Education Council
Utica, New York

A special "thank you" goes to Dr. Tom Sweeney
General Electric Consultant
for Educators-in-Industry
Ohio University
Athen, Ohio

TABLE OF CONTENTS

	Page	Examples
A. The Need for Educators-in-Industry	1	
B. What Is Educators-in-Industry?	2	
C. History	3	
D. Arkansas History	4	
E. Objectives	5	
F. Important Factors for Success	6	
G. Guidelines		
1. Hold an Exploratory Meeting	7	
2. Enlist University Sponsorship	7	
3. Form an Advisory Committee	7	
4. Determine the Objectives	8	
5. Prepare a Fact Sheet	8	13
6. Enlist the Host Sites	8	15
7. Contact the School Districts	9	19
8. Hold an Orientation Meeting	9	23
9. Determine the Semester Schedule	9	28
10. Determine the Finances	10	
11. Issue News Releases	10	33
12. Prepare Basic Materials	10	
a. Course Outline		38
b. Schedule		40
c. Shadowing Contacts		42

	d. Class Assignments		43
	e. Grading System		46
	f. Shadowing Forms		47
	g. Session Notes		54
	h. Weekly Evaluation Form--Educators		58
	i. Final Evaluation Form--Educators		60
	j. Evaluation Form--Host Sites		62
	k. Recommended Reading List		64
	l. Thank-You Notes		69
	m. Greeting Letter		70
	n. Map		71
	o. Agenda		72
	p. Handouts		73
13.	During the Semester	11	
14.	Publicity	11	77
15.	The Concluding Banquet	11	82
16.	Certificates	12	83
17.	Summary of Evaluations	12	86

THE NEED FOR EDUCATORS-IN-INDUSTRY

Career education has become a national concern. The effects of unemployment, increasing skill and educational requirements for many jobs, an increase in the number of women in the workforce, and low productivity levels are just a few of the issues facing industry.

At the same time, schools are expected to produce people who are well-educated and motivated for the jobs they will soon enter. But educators are concerned with their students' inability to understand how school subject preparation relates to finding a fulfilling career.

Educators-in-Industry attempts to bridge the gap between the practical concerns of business and industry and the schools' charge to adequately prepare students for employment.

WHAT IS EDUCATORS-IN-INDUSTRY?

Educators-in-Industry is a graduate credit course that provides educators with opportunities to learn about industrial careers by gaining firsthand knowledge of the nature and range of employment in their regions. Through these experiences, educators become better equipped to prepare students for the changing world of work. In turn, communities and employers benefit from a better qualified labor pool. Each program is tailored to the employment needs and resources of the participating community.

Sessions are held at industrial sites and business offices where employees of varied backgrounds "teach" the course, telling how their companies operate and emphasizing personnel requirements. The sessions include lectures, panel discussions, plant tours, and limited real-time work experience (shadowing).

The programs are held under the auspices of local universities with faculty members acting as coordinators. The course content is planned by the coordinators and representatives from business and industry. Programs are usually conducted once a year in each community, coinciding with the college term.

HISTORY

For many years, the General Electric Company has taken an active interest in career education. Thirty years ago, with the goal of "preparing a pool of qualified workers," the company published career guidance booklets for teachers and students who visited their plants on career days.

Later, as the need for industrial career awareness became more apparent, the General Electric Foundation began summer career institutes in South Carolina and Ohio for school staffs from all over the country. More recently, General Electric adapted the summer institutes into a network of programs to serve G.E. plant communities nationwide. This community-based program is called Educators-in-Industry.

Educators-in-Industry programs were pioneered in Louisville, Kentucky, and Lynn, Massachusetts, where General Electric has long-standing relationships with local school systems and universities. As of Spring 1985 there were more than 30 Educators-in-Industry programs across the United States funded by the General Electric Foundation.

ARKANSAS HISTORY

In the spring of 1982, the General Electric Foundation, Arkansas State University, the local General Electric plant and several other industries in Jonesboro initiated Educators-in-Industry in that community. In July 1982 General Electric and four state agencies--the Arkansas Advisory Council for Vocational-Technical Education, the General and Vocational-Technical Divisions of the Arkansas Department of Education, and the Arkansas Industrial Development Commission--sponsored a workshop to acquaint education and industry leaders from several communities with the EI concept. A second statewide conference was held in 1984.

Since 1982, twenty-two Arkansas communities have initiated Educators-in-Industry programs. As of the spring of 1986, more than 1600 Arkansas teachers, counselors, and administrators and 450 companies have participated in the program. Seven state universities are currently offering graduate credit for the course. In most of the communities, the chamber of commerce has sponsored Educators-in-Industry.

OBJECTIVES

Educators-in-Industry programs do not follow a fixed format; they are tailored to the needs and resources of each community. Although formats are flexible, there are four objectives common to all EI programs:

1. Provide realistic information and experiences which educators can use to help students relate their aptitudes, interests, and academic preparation to career planning.
2. Give educators firsthand work experience in industry to help them gain an overall understanding of employment needs and trends.
3. Address the employment needs of the area to assure a flow of qualified workers.
4. Develop opportunities for continuing relationships between business/industry personnel and educators.

IMPORTANT FACTORS FOR SUCCESS

Experience has shown that the four objectives can be accomplished most effectively if the following conditions are met:

- An advisory committee composed of business/industry, school, and chamber of commerce representatives offers overall direction.
- The local school board supports Educators-in-Industry as an inservice program for school staffs.
- Participants include teachers, counselors, AND school administrators.
- Programs are held under the auspices of a local university for graduate credit, usually once a year.
- Sessions are held at the sites of participating businesses and industries.
- Sessions are also held at local training institutions to relate training opportunities to job opportunities.
- Employees from business/industry participate as speakers and in shadow sessions.
- The university coordinator relates the on-site experiences to career education concepts.

GUIDELINES

1. HOLD AN EXPLORATORY MEETING to determine the interest in initiating an Educators-in-Industry program. Find out if other career education activities are being conducted in the community. If there is a need for Educators-in-Industry, examine ways you can work together with any on-going programs.

2. ENLIST UNIVERSITY SPONSORSHIP. Graduate credit is normally offered for the course, often through a counselor education department. If there is no university in your community, an adjunct professor can be assigned. Ideally, this instructor should have a career education background so he/she can relate the world-of-work experiences to career development needs of students. Also, if the university assigns as adjunct professor a faculty member from a local community college or undergraduate college, valuable relationships can be developed among the local college, the public schools, and the business and industry sector.

3. FORM AN ADVISORY COMMITTEE. Local chambers of commerce often take the lead with EI programs, adopting Educators-in-Industry as a project of their education committees. The advisory committee also includes school administrators, teachers and counselors, business and industry personnel, and the university faculty

member assigned to the course. An important key to success is the chairman; this person should be a "spark plug."

4. DETERMINE THE OBJECTIVES. Does your community want to emphasize any particular employment area, such as jobs in computers or in industrial settings? Often, educators benefit most from seeing their community's mix of employment opportunities, such as jobs in manufacturing, financial, health care, media, retail, government, etc.

5. PREPARE A FACT SHEET with the basics of the program--the purpose, the objectives, and the basic format. This information will be given to prospective hosts and to school districts (example 5a).

6. ENLIST THE HOST SITES. Provide them with the fact sheet, and set an orientation meeting to discuss further details. To ensure a positive response from the prospective sites, the letter should come from their peers or from the chamber of commerce (examples 6a-6d). In addition to business and industry hosts, the chamber of commerce and the Arkansas Industrial Development Commission can present a program explaining factors important to the overall economic health of the area. Also, local educational institutions, such as vo-tech schools and community colleges, may serve as host sites so educators can see the training opportunities that relate to the jobs they have seen.

7. CONTACT THE SCHOOL DISTRICTS, providing the same fact sheet. Ask them to advertise the program to their faculties (examples 7a, 7b, and 7c).

8. HOLD AN INDUSTRY ORIENTATION MEETING, providing the host sites with a list of their responsibilities and the standard topics they should all cover (examples 8a and 8b). They may want to coordinate their presentations, so a variety of functions can be covered. For instance, one industry could cover quality circles; another, inventory control (example 8c). Explain the concept of shadowing and develop a list of shadowing sites (examples 8d and 8e).

9. DETERMINE THE SEMESTER SCHEDULE at the orientation meeting. Some sites may need two evenings to describe their operations (example 9a); some may need only one (example 9b). Panels featuring personnel officers or small business owners are also effective (example 9c). Decide on the best time of day for the classes, considering plant shifts. The three-hour sessions may be held from 4:00 - 7:00 p.m., 5:00 - 8:00 p.m., etc. They can be split so that plant tours are conducted from 7:00 - 8:00 a.m. and the lectures from 4:00 - 6:00 p.m. (example 9d).

The classes are usually held once a week for fifteen weeks. (Remember to allow for spring break or Thanksgiving.) Summer

classes vary; many meet three times a week for five weeks. The first class session should consist of an orientation so the educators will be prepared for what they will see. The next to the last session is usually a debriefing in which the educators discuss their experiences and share their projects. The last class is a banquet in which the educators and representatives of from the host sites, as well as chamber of commerce members and other guests, "top off" the semester.

10. DETERMINE THE FINANCES for the ending banquet. Each industry may want to share in the cost. In some EI programs, the industries subsidize the tuition of the educators.

11. ISSUE NEWS RELEASES to the newspapers, television and radio stations. Don't forget to contact school and business organization newsletters (examples 11a and 11b).

12. PREPARE BASIC MATERIALS.

The University Coordinator will supply

a. a course syllabus or outline (examples 12a)
b. a schedule with contact persons (example 12b)
c. shadowing information with contact persons (example 12c)
d. class assignments, with project requirements (examples 12d)
e. the grading system (example 12e)
f. the shadowing forms (examples 12f)
g. session notes (examples 12g)

h. weekly evaluation forms for participants (example 12h)

i. final evaluation form for participants (example 12i)

j. evaluation form for presenters (example 12j)

k. recommended reading list, including services offered by the Arkansas Employment Security Division (example 12k)

l. sample thank-you notes for participants to send hosts (example 12l).

The Host Site will supply

m. greeting letters, with any necessary specific instructions, such as wearing closed-toed shoes or not taking photographs (example 12m)

n. maps, if necessary (example 12n)

o. agendas (example 12o)

p. handouts, which usually include an organizational chart, product information, job requirements, etc. (example 12p)

13. DURING THE SEMESTER the university coordinator whould contact each industry at least one week before its scheduled time to make sure everything is on target.

14. PUBLICITY is always helpful (examples 14).

15. THE CONCLUDING BANQUET is attended by the educators, representatives from the host sites, and advisory committee and the school administration, as well as other appropriate

"dignitaries." It can be a fairly formal sit-down dinner or a potluck picnic. Instead of a speaker, each participant--educator and industry representative--can give a SHORT description of what they thought of the program--a "testimonial." One or two of the best projects of the educators may be highlighted, but keep it SHORT--don't conduct an entire lesson plan! (example 15)

16. CERTIFICATES of appreciation may be awarded to the educators and industry representatives (examples 16).

17. FINAL EVALUATIONS by the participants and the presenters are valuable when planning the next Educators-in-Industry program (example 17).

ARKANSAS EDUCATORS IN INDUSTRY

QUESTIONS and ANSWERS
about
EDUCATORS-in-INDUSTRY

I. WHAT IS IT?

Educators-in-Industry is a career education program that provides teachers, counselors, and administrators with opportunities to learn firsthand about the "real" industrial and business world in their communities. Through these experiences, they become better equipped to prepare students for the changing world of work. In turn, the community and the employers benefit from a better-qualified labor pool.

II. HOW DOES IT WORK?

The state's universities develop semester-long credit courses which provide direct contacts for educators with industry and business personnel and environment.

III. WHO TEACHES IT?

The course is taught by industry and business personnel; the university faculty act as coordinators, requiring end-of-course projects and evaluations.

IV. WHERE IS IT TAUGHT?

The classes are conducted on-site in area industries, businesses, financial institutions, hospitals, newspaper offices, and television and radio stations. Each industry is responsible for one or two class sessions. During the semester, some of the classes may also be held in local vocational-technical schools and at the universities.

V. WHAT IS THE COURSE CONTENT?

Plant tours are a major component of the course, as are "work-shadowing" experiences, in which participants spend several hours working with or filling in for employees. Lectures given by industry and business personnel cover such topics as

- employee relations
- training
- sales and marketing
- quality control
- engineering
- labor relations
- personnel administration
- transportation
- inventory control
- computer applications
- accounting
- government regulations

VI. HOW MUCH DOES IT COST AND WHO PAYS?

The educators pay their own tuition; the industries and businesses absorb costs related specifically to their sessions (duplicating, refreshments, and possibly over-time). Usually, a banquet is held at the end of the semester, the cost being divided among the participating industries and businesses. For a normal size class of 25, the entire cost of the course should be approximately $350 to $600, not counting the tuition.

VII. WHAT IS THE RESPONSE OF PARTICIPANTS?

Educators who have taken Educators-in-Industry call it "the most meaningful, practical course" they've ever had. They are exposed to actual jobs they usually have not had an opportunity to see before. Below are other quotes of participants:

> "It has helped me have a better idea of things in our curriculum that need to be stressed and changed to help students prepare for the job world."

> "I am much closer to really identifying with industry. I am dazzled by the competence and thoroughness of business."

Industries and businesses which have offered the course are eager to repeat it and have encouraged their peers to become involved, too. Typical comments are listed below:

> "In today's economic climate, it becomes more important than ever that communities devote themselves to new and innovative approaches to insure full employment and an adequately trained and educated work force. Educators-in-Industry is one of the best and most aggressive approaches to these goals that I have seen in recent years."

> "The educators gained additional respect for the role of business in society and discovered that businesses don't take their civic responsibility lightly. Our company gained newfound respect for the open-mindedness and intelligence of the educators in our public school system. Educators-in-Industry brought about a Win-Win situation that resulted in benefits to both our company and the educators."

An additional benefit to industry was expressed by one manager as follows:

> "Our employees who participate either in the formal program or in the shadowing are given a chance to "show off" their skills and become markedly committed to their jobs."

This letter is sent to company's CEO, President or Plant Manager.

Name
Title
Company
Address

Dear____:

The Educators-In-Industry Advisory Committee, in cooperation with the chamber of commerce, local business & industry and local school districts is planning a series for teachers, counselors, and school administrators in the _____area.

The enclosed fact sheet and proposed guidelines explain the objectives and format of the workshops. Our Advisory Committee would like _____ to host one session. This would involve a three-hour presentation from approximately _____to____p.m., one day next year. There will be approximately 25 educators participating in each workshop.

We will have a pre-planning meeting for representatives from all of the host organizations early in _____. We would be most pleased if _____ could accept our invitation to participate in this program.

Sincerely,

_____
Chairman

Personnel Association of (NW) Arkansas

Fort Smith, Arkansas 72901

May 5, 1982

Dear PANWA Member:

At our last membership meeting we discussed the "Educators - In - Industry" program which is a community involvement project. The Manufacturer's Executive Association (MEA) of Fort Smith is participating in the program and Mr. Dick Friday is chairman of the committee helping support the program. I have enclosed some information regarding the program that is a reprint of some publicity sent out by MEA.

Please read the material and if you have suggestions or questions, please call M. J. Howard or myself. Also note that there is a survey enclosed that provides the opportunity to commit your organization's support or to decline it. The planning for the program is progressing well and the course will be offered for the fall term.

Your response is needed to be in the mail by May 17.

Sincerely,

Howard

Howard L. Fikes
President, PANWA

HLF:ls

enclosure

Gerber

GERBER PRODUCTS COMPANY · 445 STATE STREET · FREMONT MICHIGAN 49412
PHONE (616) 928 2000
Address Reply To: P.O. BOX 1547 · FT. SMITH, ARKANSAS 72902
PHONE: (501) 782-8671

Dear MEA Member:

As a community involvement project, the MEA plans to participate in the "Educators-in-Industry" Program. A brief explanation of the program was made at the April 13th meeting by Larry McKee. The planning for the program is progressing well and the course will be offered for the fall term. Some additional information regarding the program, as it will be tailored for the Fort Smith area, is enclosed.

Please read the material and if you have suggestions for improvements or questions, call Larry McKee or me. Also note that there is a survey enclosed that provides you the opportunity to commit your organization's support or to decline it. In order for us to prepare for the next planning meeting, your response is needed by May 7th since the next planning meeting is the following week.

Dick Friday

Dick Friday
Community Involvement
Chairman

M.E.A.

EDUCATORS IN INDUSTRY

SURVEY

Regarding the Educators in Industry Program:

I. ☐ My company is willing to participate this year by:

☐ Conducting one of the modules (two or three sessions of about three hours each) on our premises.

☐ Providing guest lecturers at other sites if necessary.

☐ Helping to fund an introductory or graduation dinner.

☐ Willing to participate on any of the above as needed.

II. ☐ We won't be able to participate this year.

Signed: _____
Member's Name

_____
Member's Company

By: May 7, 1982

Please return this survey to:

Dick Friday, M.E.A.
P. O. Box 6702
Fort Smith, AR 72906

TO: FACULTIES OF CAMDEN, HARMONY GROVE, STEPHENS

SUBJECT: EDUCATORS-IN-INDUSTRY

The Educators-In-Industry project is a cooperative effort involving Southern Arkansas University at Magnolia, the Counseling and Guidance Division of the Arkansas State Department of Education, Arkansas Vo-Tech Advisory Council, the Camden Chamber of Commerce, the Industrial Park, and various business and industry establishments.

The plan is to provide a career education activity that will provide educators with opportunities to learn about industrial careers by gaining firsthand knowledge of the nature and range of employment in the area. Educators can become better equipped to advise students on proper courses that will help them to be more successful in the world of work. The community and the employers will benefit from a better qualified labor pool by providing the experience for educators.

The three hour graduate credit course will be held under the auspices of Southern Arkansas University, Magnolia, through the Counselor Education Department. The course will involve fifteen, three hour, class sessions and twelve hours of job shadowing. The class sessions will include plant tours of designated local industries and businesses. The sessions will be held at industrial and business sites with participation by employees of varied backgrounds. The sessions will include workshops, lectures, panel discussions and real "work shadowing" experiences.

The course will fulfill three hours of continuing in-service education required by the State Department of Education.

APPLICATION FOR EDUCATORS-IN-INDUSTRY

Name_____Date_____

School_____Subject or Grade_____

The Fall term, 1983, has been set as the date to begin the EDUCATORS-IN-Industry course (3 hours graduate credit). The number accepted will be limited to thirty.

INTERESTED: _____Yes _____No

RETURN TO: YOUR GUIDANCE COUNSELOR
OR
SUPERINTENDENT

INFORMATION: Call or Write
Ann K. Thomas
Chairperson, Counselor Education
Box 1396 SAU
Magnolia, AR 71753
Telephone: 501-234-5120, Ex 297 or 298

Little Rock Public Schools

May 11, 1983

TO: Science and Mathematics Teachers

FROM: DG Dennis Glasgow, Supervisor of Science
DW Dianne Wood, Supervisor of Mathematics

SUBJECT: Exciting New Graduate Course for the Fall of 1983

Have you ever felt the need to make the subject matter you teach more relevant to the "real world?" Have students asked, "How will I ever use this stuff?" Have you sometimes wished that you had actually worked in an industry job using your skills before you tried to teach those same skills?

If the answer to one or more of the above is yes, "Educators in High Tech Industry" is a graduate course you should seriously consider taking during the fall semester of 1983. "Educators in High Tech Industry" is a course which allows teachers to get first hand knowledge about various "high tech" industries in the Little Rock Area. The course will consist of one or two visits each to approximately seven(7) industries. Teachers will become acquainted with the inner workings of numerous careers in science and mathematics within those seven(7) industries. A lecture/ discussion of the industry, a tour of the industry, and a chance for one on one interaction with an individual working in a science or math job position will be the typical routine for each industry participating in the program. At some time during the fall semester, each teacher will arrange to "shadow" or observe one individual in industry for 4-8 hours. Usually this will consist of the teacher joining in and working in that job position for part of the time.

Can you think of a better way, other than actually holding an industry job, to learn about the career opportunities available for your students? You will be able to tell your students many of the things that prospective employers will be looking for in a job applicant. In short, you will be better able to counsel your students in a relevant manner concerning the content which they will be expected to know, the skills which they should acquire, and the work habits they need to develop.

"Educators in High Tech Industry" is a three(3) semester hour course which will be offered through the Graduate Counseling Education Department of the University of Arkansas. It will meet in various industrial sites around Little Rock every Tuesday, beginning August 23 and ending on November 29.

West Markham and Izard Streets · Little Rock, Arkansas 72201 · (501) 374-3361

The typical meeting time will be from 4:30-7:30 p. m., although the Arkansas Gazette will have one later session so that participants can observe a "press run." The industries involved in the course are the Arkansas Gazette, Southwestern Bell, Arkansas Power and Light Company, St. Vincents Infirmary, Channel 11 T.V., Garver and Garver Engineers, Inc., and Carrier Air Conditioning.

The class enrollment will be limited to 25 teachers. Since the course will be advertised throughout the Central Arkansas Area, we are notifying you ahead of time so that you may reserve a position in the course.

To obtain more information, please call us or send the attached form to us by May 25, 1983. We will then send you the registration forms necessary to enroll in the course. The cost will be $108.00 (the current University of Arkansas tuition rate) unless a tuition hike goes into effect.

We think the course will be great and hope to hear from you soon.

I am interested in taking the course, "Education in High Tech Industry." Please send registration forms and additional information to me.

_____	_____
NAME	SCHOOL
_____	_____
HOME ADDRESS	HOME TELEPHONE NUMBER

Return form to Dennis Glasgow or Dianne Wood by May 25, 1983.

WOULD YOU LIKE TO .....

.....learn more about the Business and Industrial Community of County?

.....get a close look at the World of Work at places like:

Murphy Oil Corporation
Tosco Corporation
J. C. Penney
Warner Brown Hospital

AND

.....earn 3 hours of graduate credit from University, plus in-service points from the District

SEE THE ATTACHED BROCHURE FOR DETAILS ABOUT

EDUCATORS-IN-INDUSTRY

BUT HURRY.....

ENROLLMENT IS LIMITED!

RETURN THE ATTACHED REGISTRATION FORM

TO:_____

_____

BY:_____

_____

DON'T DELAY.....SIGN UP TODAY.....

EDUCATORS-IN-INDUSTRY

HOST SITE RESPONSIBILITIES

As an Educators-in-Industry sponsor, you will be asked to

1. Host 15-25 educators at your facility for a three-hour session.
2. Send a welcoming letter to each participant the week before the session. (See attached sample and map.)
3. Provide personnel to "teach" the course. (See attached "Proposed Topics for Presenters" and and "Questionnaire"--examples of questions educators will ask.)
4. Provide a handout packed for each student with the agenda, company "slicks," company positions/job requirements, etc.
5. Serve refreshments (sandwiches or just coffee and cookies). It's best to have your employees eat with the students so learning time will not be lost.
6. Provide positions in your company that can be "shadowed."* (See attached shadowing form.)
7. Share in the cost of a concluding banquet--usually less than $75.00 for each company.

Also attached is a summary of student's evaluations from previous classes, covering strengths and weaknesses from other presentations.

*Shadowing: Each student is required to complete two four-hour shadowing experiences in which he/she works with or closely monitors an employee on an individual basis. Shadowing is separate from the three-hour group session. Each company provides a list of several different eligible positions, and the students select the ones they want to shadow. The students will come individually to your company at an agreed-upon convenient time. Every student will not come to your place to shadow.

ARKANSAS EDUCATORS IN INDUSTRY

EDUCATORS-IN-INDUSTRY

Proposed Topics for Presenters

1. Overview of Organization (purpose, structure, operations, etc.)
2. Entry Level Job Opportunities (type, expectations, education and skill requirements,testing,etc.)
3. Hiring Process/Practices (applications, resumes, selection criteria, interview, etc.)
4. Training Practices (orientation, policy manuals, courses,etc.)
5. Advancement Opportunities (career paths, performance evaluation systems, etc.)
6. Wages and Fringe Benefits
7. Working Conditions
8. Termination Policies
9. New Trends in Business
10. Career Education Participation (activities bringing the work place to the classroom and students to the workplace)
    a. When and how should the schools address themselves to career and work preparation?
    b. What role should employers play in orienting young people toward the world of work and in assuring them of marketable work skills?

PROJECT SCHEDULE SHEET Educators-

Engineering (Plant) in-Industry

Distribution:

As of Sept[illegible]er 27, 1983

Originating Dept. N. Temple & P. Davis

Prepared by [illegible]

Date 9-27-83 Sheet 1 of [illegible]

Proj. No. and or Description / Work to do, Action to be Take	Oct. 18	25	Nov. 1	8	15	29	Dec. 6	13	20	Jan. 3	10	17	24	31	Feb. 6	13	Further Schedule
Plant Tours	1		2		3		4			5			6				On site
What Employers look for in applicant		8															at school
Why employees fail				8													at school
Training Programs: Apprent., OJT, etc													6				on site
Personnel practices						8											at school
Collective bargaining														8			at school
Mfg. Operations in industry			2														on site
Mfg. Engr/shop opr. and practices					3												on site
Materials and quality control							4										on site
Industrial finance & fiscal operations										(Film from Harding)							on site
Marketing									7								on site
Employee relations & fringe benefits												8					at school
Computer technology in industry											5						on site
Banquet																	

1=Wal Mart
2=ITT/Higbie
3=OTC
4=Matthews
5=Sperry Vickers
6=Speed Queen
7=Yarnells
8=School

Gantt Chart Code: [Date work scheduled to start] Date work scheduled to finish [ ] Total time scheduled for work —— Amount of work done

(Each vertical period represents one unit of time. Use Gantt Chart Code or enter numbers and/or other indicators.)

MAUTHER & ASSOCIATES - 100

SHADOWING

Shadowing is an integral part of Educators-in-Industry programs. It is an ideal way for educators to gain firsthand experience and a personal understanding of workers and the workplace.

Each educator is assigned to work with or sometimes to even fill in for an employee for 3 or 4 hours. The educators and employees are briefed in advance so they will know what to expect. The employees are encouraged to be candid.

In this one-on-one situation, educators gain insights into the kinds of skills needed in a job and learn about work habits and employee attitudes.

Each company designates the positions it feels can be shadowed safely.

SHADOWING POSITION SURVEY

Site: _____

Site Representative: _____ Phone: _____

Please list three or more positions which can be used for shadowing experiences at your site by Educators-In-Industry participants:

Job Title	Times of day or night during which shadowing could be done
_____	_____
_____	_____
_____	_____
_____	_____

Comments: _____

_____

_____

_____
(Signed)

Return by

to: Ms. Jan Partain
A.I.D.C.
#1 Capitol Mall
Little Rock, AR 72201

EDUCATORS-IN-INDUSTRY
SPRING 1983 SCHEDULE

Date	Site	Address	Phone	Site Representative
January 13 January 20	Gerber Products	4301 Harriet Lane	782-8671	Dick Soule
January 27 February 3	Whirlpool Corporation	6400 South Jenny Lind	646-3421	Sandy Sanders
February 10 February 17	Bekaert Steel Wire Corporation	I-40 & Lee Creek Road Van Buren	474-5211	Howard Fikes
February 24 March 3	Southwest Times Record	920 Rogers Avenue	785-7700	Jack Moseley
March 10 March 24	Hiram Walker & Sons	7401 Highway 45 South	646-6100	Sam Wang
March 31 April 7	City National Bank	1222 Rogers Avenue	785-2811	Shirley Sallee
April 14 April 21	Planters, Division of Standard Brands	4005 Planters Road	646-8241	Larry Robertson
April 28	TBA (Classroom Session)			
May 5	Sheraton Inn (6:30 p.m. - Banquet)	5711 Rogers Avenue	785-4241	Richard Hudson (WCC)

All sessions except the May 5th banquet are from 4:00 - 7:00 p.m.

Other Phone Numbers:

U of A Extension Office 785-2111
Dr. Don Rye (501) 575-4657

MASTER SCHEDULE - EDUCATORS-IN-INDUSTRY

EL DORADO, ARKANSAS - SPRING 1984

DATE	SITE	PHONE	COORDINATOR
January 16	Orientation - AP&L Reddy Room	862-3891	Jean Ross
January 23	TOSCO Corporation	862-8111	Cecil Stone
January 30	KTVE Channel 10	862-6651	Kay Wright
February 6	Amercable	862-4919	Ken Looper
February 13	ENSCO	863-7173	Karen Barnett
February 27	J. C. Penney's	862-4281	Bob Barr
March 5	Warner Brown Hospital	863-2390	Betty White
March 19	Ark. Power & Light Company	864-3800	Mary Mattox
March 26	Banks - National Bank of Commerce	862-8161	Perrin Jones
April 2	Southwestern Bell Telephone Company	862-7991	Wayne Mays
April 9	Union Medical Center	864-3200	Michael Watson
April 16	El Dorado News Times	862-6611	Jim Fall
April 23	Ark. Hospitality Association & Round-Up Session Chamber of Commerce - 201 N. Jackson	862-3891	Jean Ross
April 30	Banquet - Bowen's Restaurant -6:30 p.m.		

Educators-In-Industry
Agenda
January 10, 1983

January 10	Arkansas State University Registration, Objectives Industry Orientation Slides	 Jim Golden Mrs. Johnnie Huckabee, Area Vo-Tech. School
	Introduction to Industry Flim on Engineering	Mr. Don Bores, General Electric Company
January 17	Holiday Inn - Banquet Introductions Invocation	 Jim Golden Mr. Don Belk, Area Vo-Tech. School
	College of Education Involvement	Dean Vance Sales College of Education
	School Involvement	Supt. Bill Beasley Jonesboro Public Schools
	General Electric Educators-In-Industry	Mr. Don Bores, General Electric Company
	Industry Involvement Tours Shadowing	 Mr. Jim Mitchell, Dupont Mrs. Johnnie Huckabee
	Arkansas State Involvement	Dr. Bill Johnson, Arkansas State Department of Education Mrs. Jan Partain, Advisory Council for Vo-Tech. Education Mr. Dave Harrington, Arkansas Industrial Development Commission
January 21, 31	Area Vo-Tech. School Vo-Tech Tour Shadowing and Career Awareness Laboratory	 Vo-Tech. Staff Mrs. Johnnie Huckabee
February 7	General Electric 101 Gee Street G. E. Tour	Mr. Don Bores Jean Nall Wayne Harvey
February 14	Krueger 4780 Krueger Drive Tour	 Mrs. Linda Stotts Mr. Clem Wixted

February 21	Hytrol 2020 Hytrol Drive Tour	Mr. Al Poston
February 28	ASU Quality Circle Frolic	Mrs. Joanne Grussemeyer, Frolic Mrs. Donnie Porter, Frolic
March 7-11	SPRING BREAK	
March 14	Dupont 2501 DuPont Drive Tour	Mr. Bob Coles, Safety Mr. Paul Cunningham, Supervisc Mr. Don Iddings, Supervisor
March 21	ASU Small Business Development The Personnel Manager	Dr. Bill Williams, ASU Dr. Dan Hoyt, ASU
March 28	ASU Union Relations	Mr. Bill Becker AFL-CIO
April 4	EASTER BREAK	
April 11	ASU Industry Pannel	Mr. Don Bores, G.E. Company Mr. Lee Harlan, Frolic Mr. Carl Lay, Dana Mr. Jim Mitchell, DuPont Mr. Jerry Price, FMC
April 18	St. Bernards Regional Medical Center	Mr. Clyde Wilhoit, Personnel Department Mrs. Jane McDaniel Mrs. Pat Overman Mrs. Vicky Valentine
April 25	ASU Small Groups Evaluation Flim: What you are is where you wre when	Jim Golden
May 2	ASU - New Pavilion Final Banquet Invocation Certificates	Jim Golden Mr. Don Belk Mr. Don Bores Dean Vance Sales

EDUCATORS IN INDUSTRY SCHEDULE

DATE	PLACE	TIME	EVENT
Jan. 11	Conway Area Career Center	4:00	Registration and General Review of Course
18	Log Cabin Democrat (Shadowing - 3)	7:00 - 8:15	Log Cabin Office
25	American Transportation	7:00-8:15 4:00-5:45	Tour of American Transportation
Feb. 1	CCX (Tom Stewart - 4 people shadowing 4 division managers)	4:00 - 7:30	Tour of CCX
8	FMC (Shadowing 12)	7:00-8:15 4:00-5:45	FMC
15	Virco (Contact Martha Lynch - Shadowing 5)	7:00-8:15 4:00-5:45	Virco
22	Rock Tenn (Shadowing ?)	4:00 - 7:00	Rock Tenn
29	Conway Memorial Hospital	4:00 - 7:00	Conway Memorial Hospital
Mar. 7	Conway Area Career Center	4:00 - 7:00	Tour of Area Career Center Explanation of Shadowing Experiences
14	Conway Mills (No Shadowing)	4:00 - 7:00	Tour of Conway Mills
21	Spring Break		
28	Mid South Cabinets	7:00 - 8:15	Tour of Mid South Cabinets
Apr. 4	Conway Machine Shop	7:00 - 8:15	Tour of Conway Machine Shop
11	Polyvend	7:00 - 8:15	Tour of Polyvend
18	First State Bank	4:00 - 7:00	First State Bank
25	University of Central Ark.	6:00	Banquet

N E W S R E L E A S E

Contact:_____

Release: immediately

To help up-date teachers, counselors, and school administrators in the _____ area, an Educators-In-Industry class will be held every _____ afternoon from _____to_____.

Participants will receive the three hours of graduate credit from _____. The 15 classes will be held at business & industry sites, with their personnel providing the instruction & conducting plant tours.

The program has six objectives for the educator participants:

1. To help them understand the expectations and concerns of employers in the community.
2. To show them firsthand, alternative teaching and training resources in the community.
3. To establish working relationships between educators and specific employers.
4. To help them identify current and emerging career fields in business and industry, and the educational requirements.

5. To acquaint them with the major problems facing local business and industry through contact with management and labor.
6. To up-date their understanding of work place and to reflect such knowledge and awareness in the classroom.

Mr.(name, title, company) said: "Career guidance for youth in today's complex society is a responsibility that must be shared--by the schools, the homes and business and industry..."

UNIVERSITY OF ARKANSAS AT PINE BLUFF
PINE BLUFF, ARKANSAS 71601

35
(11b)

NEWS RELEASE

AUGUST 11, 1983

FALL GRADUATE CLASS IN CAREER EDUCATION OFFERED AT UAPB

THE DIVISION OF EXTENSION AND PUBLIC SERVICE AT THE UNIVERSITY OF ARKANSAS AT PINE BLUFF HAS ANNOUNCED THE SCHEDULING OF A GRADUATE CLASS IN CAREER EDUCATION, COUNSELOR EDUCATION 5003, "EDUCATORS IN INDUSTRY," FOR THE 1983 FALL SEMESTER.

THE OFFERING IS THE RESULT OF A LONG-TERM COOPERATIVE PLANNING EFFORT INVOLVING THE UNIVERSITY OF ARKANSAS AND PINE BLUFF AREA INDUSTRIES, BUSINESSES, AGENCIES, AND PUBLIC SCHOOLS. IT HAS PROVED TO BE VERY POPULAR AT OTHER LOCALITIES THROUGHOUT THE COUNTRY.

PARTICIPANTS CAN RECEIVE THREE SEMESTER-HOURS GRADUATE OR UNDERGRADUATE CREDIT UPON SUCCESSFUL COMPLETION OF THE COURSE.

THE COURSE WILL BE FIELD-BASED WITH TEAM TEACHING, AND WILL PROVIDE TEACHERS, COUNSELORS AND ADMINISTRATORS WITH FIRST-HAND INDUSTRIAL EXPERIENCES IN ORDER TO IMPROVE THE QUALITY OF CAREER EDUCATION SERVICES TO PUBLIC SCHOOL STUDENTS.

"EDUCATORS IN INDUSTRY" IS LISTED ON THE FALL SEMESTER UNIVERSITY OF ARKANSAS OFF-CAMPUS CLASSES SCHEDULE. THE MEETING DAY HAS BEEN CHANGED TO TUESDAY INSTEAD OF MONDAY AS STATED ON THE SCHEDULE. THE TIME REMAINS AT 5:00-9:00 P.M., AND THE FIRST CLASS MEETING IS ON TUESDAY, AUGUST 30 IN ROOM 105 OF THE CATTERSON BLDG. AT DEW HIGH SCHOOL. THE LAST MEETING DATE WILL BE DECEMBER 6, 1983.

THE LAST DATE FOR REGISTRATION IS AUGUST 26. HOWEVER, ENROLLMENT IS LIMITED TO THIRTY-FIVE, AND EARLY UAPB REGISTRATION IS ENCOURAGED AT UAPB CALDWELL HALL, ROOM 120. NUMBER OF GRADUATE STUDENTS HAVE ALREADY EXPRESSED AN INTEREST IN THE COURSE.

THOSE WHO HAVE NOT BEEN OFFICIALLY ADMITTED TO THE UNIVERSITY OF ARKANSAS AT FAYETTEVILLE GRADUATE OR UNDERGRADUATE SCHOOLS ARE ENCOURAGED TO COMPLETE APPLICATIONS FOR ADMISSION AT UAPB AT THE EARLIEST POSSIBLE DATE IN ORDER TO RECEIVE APPROPRIATE CREDIT FOR THE COURSE.

FOR FURTHER INFORMATION, PLEASE CONTACT THE UAPB DIVISION OF EXTENSION AND PUBLIC SERVICE OFFICE AT 541-6502.

BEST COPY AVAILABLE

Educators-In-Industry

Jointly Sponsored By

- University of Arkansas
- Existing Industries Committee of the Harrison Chamber of Commerce
- Arkansas Advisory Council For Vocational Technical Education
- Harrison Society For Personnel Administration
- North Arkansas Community College
- Harrison School District
- Twin Lakes Vocational Technical School

To Reserve Your Seat Contact
Don Rye
Harrison High School
741-8223

For More Information Contact
Don Rye
Harrison High School
741-8223
Enrollment Limited To 25

BEST COPY AVAILABLE

Educators - In - Industry

your opportunity to get involved with career education
your opportunity to get involved with career education
your opportunity to get involve with career education
your opportunity to get involved with career education
your opportunity to get involved with career education
your opportunity to get involved

LOCATION

LOCATION: Harrison. We will be using the facilities of various cooperating area businesses and industries.

Join your local business and industrial leaders, and:

(1) Learn about career opportunities in your community;

(2) Get ideas and develop materials for your own classroom;

(3) Get three hours graduate course credit from the University of Arkansas, CNED 5603 Educators-In-Industry;

(4) Experience a variety of work environments.

Beginning January 12, 1984, 4:30 - 7:30 each Thursday for 16 weeks. Enrollment limited to first 25 applicants.

OBJECTIVES

OBJECTIVES: To provide a field-based, team-taught graduate level course in career education that:

(1) provides the teacher or counselor with first-hand experience and a knowledge of the world of work.

(2) provides an opportunity for the participants to develop and enhance skills in both individual and group settings.

(3) provides educators with an awareness of the education, training, skills and sources of motivation required for a variety of jobs.

(4) provides an awareness of the need for improved career education in an era of high youth unemployment and rapid technological change.

METHOD

METHOD: Formal presentations, plant tours and informal workshops will cover the education and skills required to perform various types of work. Other sessions will address employment, hiring and development practices, in-house educational development opportunities, supervisory problems and procedures, labor relations, sales and marketing, governmental regulations, computers, inventory control, transportation and accounting.

REQUIREMENTS: Class sessions will be held on site in community businesses and industries.

Participants will be expected to develop a project based on course content and experiences which they can implement in their classroom and/or school. The project should be designed to improve the quality of career education services.

Participants will also be required to complete a minimum of 4 hours of shadowing on a job of their choice. Shadowing will be arranged outside of class time.

COURSE OUTLINE

GUID 6053 Vocational and Industrial Career Education—"Educators-In-Industry"

LOCATION: El Dorado

TIME: 4-7 p.m. Tuesday January 17, Monday's beginning January 24

OBJECTIVES: To provide a field-based, team-taught graduate level course in career education that:

1. provides the educator with first-hand industrial experience and a knowledge of the world of industrial work.

2. provides educators with an awareness of the education, training, skills, and sources of motivation required for a variety of industrial jobs.

3. provides an awareness of the need for improved career education in an era of high youth unemployment and rapid technological change.

COURSE REQUIREMENTS:

1. Participants will be expected to develop a paper describing how they can implement their experience in their classroom and/or school. The paper should be designed to improve the quality of career education services to students.

2. Complete nine hours of shadowing. Shadowing should be arranged through the on site coordinator. A list of coordinators is attached. One or more shadowing experiences may be arranged.

   A short written report and evaluation of each shadowing experience will be submitted on the form provided. The report should include job title, skills required, time involved and your own reaction, feelings, thoughts, and opinions as to the value of the experience.

GRADING: Will be based on participation, the required paper and completion of the shadowing experience.

Return Pre and Post Educators' Opinionnaire (Unsigned).

COURSE OUTLINE

Location: Springdale

Time: 4:30 - 7:30 p.m. Mondays (Time may vary)

OBJECTIVES: To provide a field-based, team-taught graduate level course in career education that:

1. Provides the teacher or counselor with first-hand industrial experience and a knowledge of the world of industrial work.
2. Provides an opportunity for the participants to develop and enhance skills in both individual and group settings.
3. Provides educators with an awareness of the education, training, skills and sources of motivation required for a variety of industrial jobs.
4. Provides an awareness of the need for improved career education in an era of high youth unemployment and rapid technological change.

METHOD:

1. Formal presentations and informal workshops will cover the education and skills required to perform various types of work in an industrial enterprise. Other sessions will address employment hiring and development practices, in house educational development opportunities, supervisory problems and procedures, the nature and functions of unions, and employment projections.

REQUIREMENTS: Participants will be expedted to develop a project based on course content and experiences which they can implement in their classroom and/or school. The project should be designed to improve the quality of career education services to students with whom they work.

2. Participants will also be required to complete four hours of shadowing. Shadowing should be arranged through the on-site coordinator/s. One or more shadowing experiences may be arranged.

   A short written report and evaluation of each shadowing experience should be submitted. The report should include job title, skills required, time involved and your own reaction, feelings, thoughts, and opinions as to the value of the experience.

GRADING: Grading will be based upon participation, the required project and completion of the shadowing experience.

EDUCATORS IN INDUSTRY CNED 560V

COURSE SYLLABUS

SPRING 1984

Charles W. Donaldson, Instructor
Office - 569-3328
Home - 227-9346

Course Objectives

-- Provide information and experience educators can use to help students relate their aptitude, interest and academic preparation to career planning and exploration.

-- Give educators first hand work experience in industry to help them gain an overall understanding of employment needs and trends.

-- Address the employment needs of the region to assume a flow of qualified workers.

-- Provide a catalytic mechanism for community involvement in career education.

SITE VISIT SCHEDULE

Site	Class Meeting Time	Contact Person	Phone Number
January 10, 1984 Orientation/Systematics	5:00	Ms. Louise Miller	223-5100
January 17, 1984 Systematics	5:00	Ms. Louise Miller	223-5100
January 21, 1984 Arkansas Gazette	4:30	Ms. Mary J. Bullock Ms. Sue Harvey	371-3882 371-3882
January 31, 1984 Arkansas Gazette	7:30	Ms. Mary J. Bullock Ms. Sue Harvey	371-3882 371-3882
February 7, 1984 Arkansas Power & Light	4:30	Ms. Alma Williams	371-8227
February 14, 1984 Arkansas Power & Light	4:30	Ms. Alma Williams	371-8227
February 21, 1984 St. Vincent Infirmary	4:30	Mr. Mike Kumparis	661-3157
February 28, 1984 St. Vincent Infirmary	4:30	Mr. Mike Kumparis	661-3157

Site	Class Meeting Time	Contact Person	Phone Number
March 6, 1984			
Orbit Valve	4:30	Ms. Virginia Lowe	568-6000
March 13, 1984			
Arkansas Game & Fish Commission	TBA	Mr. Tom Peterson	223-6349
March 20, 1984			
SPRING BREAK	---	----	---
March 27, 1984			
Carrier	4:45	Mr. Mark Bailey	851-3060
April 3, 1984			
Little Rock Airport	4:30	Mr. Frank Winbourne	372-3430
April 10, 1984			
Little Rock Airport	4:30	Mr. Frank Winbourne	372-3430
April 17, 1984			
Pulaski Vo-Tech School	4:30	Mr. Ben Wyatt	771-1000
Arkansas Industry Training Program		Mr. Dick Cochran	371-7694
April 24, 1984			
Arkansas Industrial Development Commission/Debriefing	4:30	Mr. Dave Harrington	371-2052
Little Rock Chamber of Commerce		Mr. Nolan Fleming	374-4871
May 1, 1984			
Banquet			

Class Assignments

-- Each class participant is required to complete a class project of their choice. Projects will be assigned points based on creativity, clarity of subject matter and usability of information in participant's work setting. A point spread of 1 - 50 will be assigned projects.

-- Each class participant will be required to complete two shadowing experiences (3-4 hours each) with subjects of their choice. A point spread of 1 - 35 will be assigned for this activity.

-- Weekly evaluations - Evaluation forms are to be completed and turned in at the end of each class meeting. A point spread of 1 - 15 will be assigned for this activity.

-- Class attendance - Each participant is expected to attend all class sessions.

GRADING SCALE

95 - 100	A
94 - 85	B
84 - 75	C

SHADOWING POSITIONS
EDUCATORS-IN-INDUSTRY
TUESDAY

Firm/ Contact Person	Position	Time
Arkansas Game & Fish Tom Peterson 223-6349		
Arkansas Gazette Mary Jane Bulloch 371-3882	News/Features/Sports Depts. Technical (Composing Room, Engraving Dept., Pressroom) Computer techs. (Other positions may be arranged)	variable 7:30 p.m.-midnight 8:00 a.m.-7:00 p.m.
Arkansas Power & Light Bob Criner 371-4122	Employment & Recruiting (Variety of jobs can be arranged)	8:00 a.m.-5:00 p.m.
Carrier Corporation Mark Bailey 851-3060	General Production Assembly Machine Operator & Set Up A Machine Operator & Set Up B	all 4:15-7:15 p.m. (After March 27)
Little Rock Airport Frank Winburne 372-3430	Air Traffic Controller Customer Service Agents Customer Service Support Personnel	Varied " "
Orbit Valve Virginia Lowe 568-6000	Scheduler Machinist Valve Tester Numerical Control Programmer CAD/CAM Operator	8:00 a.m.-4:30 p.m. (After March 15) " " " "
Pulaski Vo-Tech School Ben Wyatt 771-1000	Asst. Director/Instruction Asst. Director/Student Services Admission & Job Placement Officer	all 8:00 a.m.-4:30 p.m.
St. Vincent Infirmary Mike Kumpuris 661-3157	Nuclear Medicine Tech. Radiologic Tech. Cardiac Catherization Tech. Medical Tech. Pharmicist Physical Therapist Respiratory Therapist	8:00 a.m.-4:30 p.m. Monday thru Friday 7:00 a.m.-3:00 p.m. Monday thru Friday " " 8:00 a.m.-4:30 p.m. Sunday thru Saturday " "

Each Fellow is asked to prepare the plan for a program or activity designed for your work setting that will enhance the career development opportunities of your students. The plan should incorporate material that came to your attention through the Educator in Industry Program.

I. The plan should include:
- A. Introduction and need for the program or activity
- B. Related literature
- C. Objectives
- D. Specific procedures
  1. Who will staff the project? What will be their responsibilities?
  2. What students will participate? How chosen?
  3. What specific activities will be accomplished?
  4. What teaching materials will be required?
  5. Will staff training be required?
  6. What is your time line for planning and completing your program?
- E. How will you evaluate the activity?

II. Criteria for grading:
- A. Does the plan seem to describe a worthwhile activity?
- B. How extensive is the activity?
- C. How original is the thinking that went into the plan?
- D. Are instructional materials included?
- E. Do logistics appear to have been worked out?
- F. Is there evidence that the Educator in Industry Program was used as a stimulus for your new thinking?

III. Consultation:
- A. Appointments with Lew Patterson can be made by calling 687-4611.
- B. School Coordinators will work with your groups on 6/10. Please try to have some ideas together by then.
- C. If special assistance from General Electric is needed, see Bud Schaller.

EDUCATORS-IN-INDUSTRY PROJECT OUTLINE

TITLE PAGE - Educators-in-Industry
Spring 1984

Title of your project presented to:
The Department of Education
Graduate School
The University of Arkansas
Fayetteville, Arkansas

in partial fulfillment of the requirements for
CNED 560V: Educators in Industry

Date
Prepared by
Name(s)

TABLE OF CONTENTS

Rationale - where does your idea on career education fit into the school, system, and state goals and objectives for career education?

Philosophy of Career Education - What is career education? How will your project implement this philosophy?

Statement of Objectives - What specific outcomes will result from your project? What goals will you accomplish?

Program Plan - Describe the elements of your planned career education program. Be specific in terms of (1) what you will do, (2) who will do it, (3) where it will be done, and (4) when it will be done.

Evaluation - Once completed, how will your project be evaluated to determine how well your objectives have been met?

References - Name all references - books, articles, AV materials utilized in your project.

Appendices - Include examples of student handouts, activities outlines, and other materials used in the project.

I 645
Career Development: Educators in Industry

Does the plan include:

_____ Introduction and statement of need

_____Review of related literature

_____Objectives

_____Specific procedures

_____Means of Evaluation

Ratings on stated criteria for evaluation (see assignment sheet)

1. Worthwhile activity

_____Good _____Adequate _____Needs work

2. Scope of the activity

_____Ambitious _____Significant _____ Limited _____Broad but not well integrated

3. Originality

_____High _____Contains some original elements _____Fairly standard

4. Logistics clearly presented

_____Good _____Adequate _____Needs work

5. Instructional materials included

_____Thorough presentation _____ Some _____Little

6. Evidence of relationship with Educator in Industry Program:

_____Strong _____Moderate _____Limited

Comments:

Project Grade _____

Workshop Grade _____

BEST COPY AVAILABLE

GRADING

While this course may be unique, it is still based on the standard grading requirements as any other course. The course provides for three hours of graduate or undergraduate credit from the University of Arkansas at Fayetteville. In order to receive those credit hours with a passing grade, certain expectations will be required from you:

1. that you will attend the sessions as outlined in the Course Activity Schedule; and

2. you will complete the required assignments. Those are:

   a. one paper, typed, will be required that explains how you will translate your overall experience in this course to your work environment;

   b. another paper, typed, will be required that explains how you will translate a specific industrial experience, in which you have been exposed, to your work environment; and

   c. completion of your "shadow" experience. You will be required to spend no less than six (6) hours of experience "shadowing" a particular job within one or more of the industries that are listed on the course activity sheet. In addition, you will report on each shadowing experience by completing the form that has been provided.

EDUCATORS-IN-INDUSTRY
Fall 1983

1. Regardless of your assignment, wear safe, comfortable shoes. Even if you are assigned to an office, you may have occasion to walk through manufacturing areas.

2. Dress for your assignment. Some work areas are not clean and washable clothing, jeans, etc. are appropriate. Though standards have relaxed some in recent years, most companies prefer that neither men nor women wear shorts on the job. If your assignment is with a white collar worker, you should dress accordingly. When you receive your assignment ask Bud Schaller about appropriate attire if you are not sure.

3. You will be responsible for your own noon meal. In virtually all instances you will have a choice of purchasing something or bringing a lunch. You are <u>not</u> the guest of your worker for lunch. In some instances, particularly if you are assigned to a management person, lunch may be offered. Try to politely decline, but allow good manners to determine how insistant to be.

4. The more active you can be during the shadow experience, the more you will learn and the more pleasant the experience is likely to be. If there are routine bits of work you can help with, volunteer. However, don't be surprised if your host declines--most likely for safety or work rule reasons.

5. You are expected to keep the work hours of your host. These are included on your assignment sheet and are not to be violated. You <u>do not</u> leave at whatever time you customarily end <u>your</u> work day.

6. Keep all your receptors working throughout the day. Your objective is to learn as much as you can about the work life and environment of persons holding the kind of job you are assigned to. What motivates them? How does the job provide satisfaction? What are they unhappy about? How does their social life relate to their work life? How does the work life impinge upon family? Through casual conversation you will be able to learn most of this without intrusion. It is your task as a human relations specialist to learn the things you need to know without invading the privacy of the people who are helping you.

7. Most of the people with whom you will be assigned may not have previous experience being shadowed. Furthermore, they may not know much about why you are there or how to help you. Help them design a useful experience for you by sharing. Remember that you are an ambassador for your school system and that the impression you make on employees may influence how they vote on the next school levy.

EDUCATORS-IN-INDUSTRY

SHADOW EXPERIENCE

48
(12f)

Name of Student: _____ Shadow Experience No. _____

Name of Plant: _____ Location: _____

Name and D.O.T. Number of Primary Observation: _____

1. JOB DESCRIPTION

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

2. JOB REQUIREMENTS

A. Education Required:

(1) _____

(2) _____

B. High School courses that would be helpful:

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

3. FUTURE JOB PROJECTION

A. Outlook for the future:

(1) great! ____ (2) maintenance of current manpower level _____

(3) manpower level will be reduced _____ (4) no future in this job _____

Name of Student:

_____

B. Chances for advancement:

(1) great! _____ (2) small _____ (3) none _____

C. Factors that influence advancement:

(1) _____

(2) _____

(3) _____

(4) _____

D. Economic return:

(1) Starting Salary: $_____ or Starting pay per hour $_____

(2) Fringe Benefits:

(a)_____ (d)_____

(b)_____ (e)_____

(c)_____ (f)_____

4. JOB WORKING CONDITIONS

A. Does this occupation present health hazards? _____ If "yes," list them.

(1) _____

(2) _____

(3) _____

(4) _____

B. Describe the environment of the working conditions:

(1) Outside?_____ Well-lighted?_____

(2) Inside?_____ Well-ventilated?_____

(3) Air Conditioned?_____ Damp?_____ Cold?_____

Name of Student:

_____

5. TRAINING REQUIREMENTS FOR JOB

A. High School Graduation? _____
B. Vocational Training? _____
C. Postsecondary Training? _____
D. College Degree? _____
E. Postgraduate Training? _____
F. No Training Necessary _____

6. PERSONAL REQUIREMENTS FOR JOB

A. What type of attitude and personality (temperament) are required for this job?

(1) _____ (3) _____

(2) _____ (4) _____

7. LEGAL REQUIREMENTS FOR JOB

A. Minimum Age Requirement _____

B. License, Union(s) and Permits Required:

(1) _____

(2) _____

(3) _____

8. EQUIPMENT, TOOLS, FACILITIES, MACHINES REQUIRED FOR JOB

A. Special Equipment Needed: Employer Furnishes (circle one):

(1) _____ YES NO

(2) _____ YES NO

B. Special Clothing Needed:

(1) _____ YES NO

(2) _____ YES NO

Name of Student:

_____

9. OTHER CONDITIONS OF JOB

A. Stands on feet for long hours? _____
B. Must work overtime frequently? _____
C. Must work weekends and holidays? _____
D. Heavy lifting? _____
E. Mental pressure? _____
F. Dust? _____
G. Sedentary? _____
H. Other _____

_____

10. OVERALL EVALUATION (Use back, if needed)

Name _____ Date _____

Edinboro, Pennsylvania

52
(12f)

JOB SHADOWING DATA SHEET

Job Description

The specific occupation I am observing is _____
Briefly describe what the worker actually does on the job:

Physical Setting

This person's primary job location (office, car loading dock, street, etc.) is

Briefly describe the work space (Note any extraordinary conditions in addition to a general description i.e. hot, cold, dirty, clean, crowded etc.)

Nature of the Job

Physical conditions of the job (Check those that apply)

__ Requires prolonged periods of (circle those that apply):

sitting/walking/standing/running/heavy lifting/light lifting/ other: _____

__ Requires use of fine motor skills. Explain:

__ Requires use of gross motor skills. Explain:

__ Requires repetitive activities. Explain:

__ Involves physical danger. Explain:

Emotional/personal conditions of the job (circle those that apply)

Works:	in isolation	regular hours	1st shift
	with others	irregular hours	2nd shift
	independently	rotating shift	3rd shift
	(others nearby)	consistent shift	

Stressful working conditions (i.e. taking risks, considerable responsibility)
Explain:

Performs routine activities (similar activities each day, varying patterns)
Explain:

Performs in competitive environment (competes against self, clock, and/or others)
Explain:

Educational Requirements of the Job

Pre-employment (circle those that apply):

High school diploma/Vocational-Technical school diploma/Associate college degree/Baccalaureate college degree/Masters degree/other _____

On-the-job education or training required. Explain:

Values

Outside of your work, what are some of the things you value most?

Relevance to School

What skills did you learn in school that assists you in this job?

Academic Skills:

Others:

ORGANIZATION (S)_____ DATE_____.

EDUCATORS-IN-INDUSTRY

S E S S I O N N O T E S

Overview of Organization

Entry Level Job Opportunities

Hiring Process/Practices

Training Practices

Advancement Opportunities

Wages & Fringe Benefits

Working Conditions

Retention/Termination Policies

New Trends

Assistance/Resources Available

Miscellaneous Information

QUESTIONNAIRE

This is a general outline of the questions that should be covered at the site visits.

1. WHAT'S THE PLACE?

   What is the organization's name, address, what does it look like, what is it known for in particular, how big is it in relation to the industry as a whole, how many employees does it have?

2. WHAT'S THE WORK?

   What is this organization's basic function, what different kinds of activities and processes are needed to get the work done?

3. WHAT ARE THE SPECIALIST JOBS?

   What jobs are special to this organization, directly related to its function? What kind of background and skills are needed for these jobs? (Please stress and zero in on those jobs that require math and science).

4. WHAT ARE THE SUPPORT JOBS?

   What other jobs are necessary to keep this organization going, what skills or training do they require? Explain career ladder movement.

5. PART-TIME/FREE LANCE/VOLUNTEER?

   What, if any, opportunities does this organization offer for part-timers, summer, free lancers or volunteers? Do you participate in any school work study programs? If so, please list them.

6. WHAT'S THE ATMOSPHERE?

   What does it feel like to work at this organization? Is it hectic or calm, friendly or formal? What are the hours of work, is overtime expected? Is dress business-like or casual?

7. HOW MUCH $$$?

   What are the salary ranges of this organization for some entry level jobs, and for some top jobs?

8. WHAT ARE THE FRINGE BENEFITS?

   If you work at this organization, do you get health insurance, tuition refund, pension benefits, life insurance? How much vacation time do you get? Are there other benefits such as a discount on the organization's own products or services?

9. HOW CAN YOU GET STARTED, MOVE UP?

   What's the best way to look for a job at this organization? Is there a walk-in personnel office? What are they looking for in employees? Once you have a job, what are the chances of being promoted? Are there in-house training programs?

10. WHO ARE SOME PEOPLE WHO WORK THERE?

Who are two or three actual employees at this organization? How did they get their job, what previous jobs did they have, where did they go to school? What do they like about their work, what do they dislike? (This may be done by either a panel presentation or specific assignments by different workers.)

11. WHAT'S THE BIG PICTURE?

How many places of work, employees, does the industry have overall? What are some major trends?

12. FOR MORE INFORMATION?

What are the important periodicals and associations for this industry?

13. WHAT DOES THE FUTURE HOLD?

What do you expect in terms of company growth? What effect will this growth have on your employees? If you were a junior high math or science teacher, what would you emphasize to your students who won't be entering the job market until the late 1980's and early 1990's? How will the work place/environment be different?

14. WHAT TYPE OF EDUCATION IS NEEDED?

What should a student in junior high school plan to take in their senior high school years? What should a senior high school student plan to take in their college years? What type of degree or special training would you like your new employees to have?

UALR CAREER EXPLORATION GROUP

GUIDELINES FOR STUDYING AN OCCUPATION

Answers to the questions posed below will provide the essential facts needed about any occupation that you may be considering. Use the information sources identified in Workbook III to find the answers

QUESTIONS TO BE ANSWERED

A. What is the nature of the work done?

1. Duties and responsibilities of the position
2. Description of the varieties of work performed
3. Skills needed
4. Responsibility for decision making
5. Promotion possibilities

B. What are the requirements for entry into the occupation?

1. Mental, physical and personal demands including
   a. level of mental ability necessary
   b. special talents
   c. performance aptitude
   d. minimum physical standards
   e. age or sex restrictions
   f. personal appearance and physical size

2 What are the educational and training requirements? (i.e., the)
   a. amount of formal education needed
   b. cost of the training
   c. how training is secured (apprenticeship, on-the-job experience, internship)
   d. length of training period

3. What are the additional qualifications beyond educational and training programs, (i.e)
   a. special examination or license
   b. agencies conducting such special examinations
   c. fees necessary to secure a license or certificate

4. What are special procedures for placement? (including)
   a. professional registeries
   b. union membership.

C. What are the working conditions?

1. Hours and steadiness of employment including
   a. normal length of working day
   b. overtime requirements and benefits
   c. possibility of ceseation of job
   d. salary schedule - hourly, weekly, montnly or annual scale
   e. commissions and bonuses

BEST COPY AVAILABLE

ARKANSAS EDUCATORS IN INDUSTRY

EDUCATORS-IN-INDUSTRY

EVALUATION

Organization(s)_____Date_____

To enable Educators-in-Industry to determine the usefulness of this course for you and to plan future courses for your colleagues, we would appreciate your comments.

1. The information presented was:
   a. sufficient to be useful in my work Yes____ No____
   b. insufficient for my needs _____ (suggest changes desired)

   _____

2. The area which I found most interesting/helpful was:

   _____

3. Time allotted for today's class was:
   a. sufficient_____ b. insufficient_____ (explain)

   _____

4. Do you see a need/opportunity for more information, assistance or follow up on today's class?
   a. Yes_____ (explain_____
   b. No_____

5. My comments on the organization of the class and method of presentation are:

   _____

   _____

6. Display and handout materials were:

   a. Helpful for my needs ____ b. Familiar ____

   c. Not useful ____ d. New to me____

7. Additional comments/suggestions:_____

_____

_____

ARKANSAS EDUCATORS IN INDUSTRY

EDUCATORS-IN-INDUSTRY

PARTICIPANTS FINAL EVALUATION

To enable Educators-In-Industry to plan next year's course for your colleagues, we would appreciate your response to the following questions:

1. What did you like/dislike about the series:_____

_____

_____

2. What did you find most interesting/helpful?_____

_____

_____

3. How would you rate the following host site:

Organization/Location	Low 1	2	3	4	High 5	N/A
a._____						
b._____						
c._____						
d._____						
e._____						
f._____						
g._____						
h._____						
i._____						

4. What general comments/suggestions do you have about any aspect of the course? _____

_____

_____

_____

_____

_____

5. Would you recommend a similar course to your colleagues? Yes__ No__

6. Please list the name, address, and phone number of your colleagues who are interested in the course.

ARKANSAS EDUCATORS IN INDUSTRY

EDUCATORS-IN-INDUSTRY

PRESENTERS' EVALUATION

To enable Educators-In-Industry to plan future courses, we would appreciate your comments/suggestions.

1. Did your presentation meet your expectations?
   Yes___ No___ (please explain)_____
2. Did the participants' reaction to your presentation meet your expectations? Yes___ No___ (please explain)_____
   _____
3. What was your motivation for participating? (check as many as appropriate)
   ____Improve quality of future employees ____Personal commitment
   ____Professional obligation ____Public relations
   ____Improve communications ____Other_____
   (between educators & employers)
4. Did you find the time alloted for your presentation:
   Adequate____ Inadequate____ (please explain)
   _____
5. Was the contact information provided prior to your presentation:
   Adequate___ Inadequate____ (please explain)
   _____
6. Would you consider participating in next year's Course?
   Yes____ No____

7. Do you have any general comments/suggestions?

_____

_____

NAME_____ORGANIZATION_____

RECOMMENDED READING

Educators in Industry - CNED 560V

Surviving on the Job, Jay Como, McKnight Publishing Co., Bloomington, Illinois; 1983.

Opening Doors to the Job Market, Sheard, James L., Stalley, Robert E., and Williamson, David L., Augsburg Publishing House, Minneapolis, Minn.; 1983.

How to Teach Effective Personal and Career Decision Making, Bartsch, Karl, Edupac, Inc., Walpole, Massachusetts; 1977.

Bridges to Success, Austin, Margaret, and Vines, Harriet, Wiley Press Book; 1983.

Full Potential, Radin, Robert J., McGraw-Hill, New York, 1983

How to Make a Habit of Success, Haldane, Bernard, Warner Books, New York: 1975.

Go Hire Yourself an Employer, Irish, Richard, Doubleday, New York, 1973.

Who's Hiring Who, Lathrop, Richard, Ten Speed Press: 1977.

Working: People Talk About What They Do All Day and How They Feel About What They Do, Terkel, Studs, Random House, New York: 1972.

What Can I Do With a Major In. . .? Malnig & Morrow, St. Peter's College Press, Jersey City: 1975.

How To Decide: A Guide For Women, Scholz, Prince, Mikes, College Entrance Examination Board, New York: 1975.

If You Don't Know Where You're Going You'll End Up Somewhere Else, Campbell, David, Argus Communications: 1974.

College to Career, Shingleton and Bao, McGraw-Hill, New York: 1977.

The Complete Career Exploration Handbook, Newell Brown, Grossett & Dunlap, Inc., Publisher, New York: 1971.

Are You An Occupational Ignoramus? Newell Brown, 1971. Amusing information pamphlet on careers.

Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, 1982-83 Edition.

What Color Is Your Parachute? Richard N. Bolles, Ten Speed Press: 1972, 1975, 1976, 1983.

Career Planning: Search For a Future, Gerald Cosgrove Guidance Center, Toronto, Ontario: 1970, 1973, 1974, 1975.

I Can Be Anything: Career and Colleges for Young Women, Joyce S. Mitchell, College Entrance Examination Board, New York: 1975.

Your Career Selection Guide, Goldenthol, Allan, Simon & Schuster: 1967.

How To Get the Job That's Right for You, Ben Greco, Dow Jones-Irwin, Inc., Homewood, Illinois: 1975.

Making Vocational Choices, John Holland, Prentice-Hall, Englewood Cliff, New York: 1973.

Employment Opportunity Projections: Occupational Outlook to 1985, J.P. Lisnck, Purdue University, West Lafayette, Indiana: 1974.

Where Do I Go From Here With My Life? John C. Crystal and Richard Bolles, Seabury Press: 1974.

Counseling For Careers in the 1980's, Norman Feingold, Garrett Park Press: 1979.

LABOR MARKET INFORMATION

66
(12k)

MONTHLY PUBLICATIONS:

_____ LMI For Arkansas Counties

_____ Current Employment Developments (Statewide)

EMPLOYMENT TRENDS

_____ Little Rock-North Little Rock

_____ Fayetteville-Springdale

_____ Fort Smith

_____ Pine Bluff

_____ Blytheville

_____ Jonesboro

_____ Hot Springs

QUARTERLY PUBLICATIONS:

_____ Employment and Earnings (Includes Statewide and County Data)

ANNUAL PUBLICATIONS:

_____ Annual Planning Information (Includes Statewide and Area Data)

_____ Arkansas Labor Force Statistics (Includes Statewide and Local Area Data)

_____ Employment and Earnings (Includes Statewide and County Data)

PERIODIC PUBLICATIONS:

_____ Directory of Licensed Occupations in Arkansas

_____ Wage Surveys

STAFFING PATTERNS

_____ Manufacturing Industries

_____ Transportation, Public Utilities, Communication, Trade

_____ Nonmanufacturing Industries

_____ Government, Education, and Hospitals

OCCUPATIONAL TRENDS

_____ Arkansas
_____ Little Rock-North Little Rock
_____ Fayetteville- Springdale
_____ Fort Smith
_____ Pine Bluff
_____ Central
_____ North Central
_____ Northeast
_____ Northwest
_____ Southeast
_____ Southwest
_____ West Central
_____ Western

TRENDS IN
SELECTED OCCUPATIONS

_____ Arkansas

_____ Little Rock-North Little Rock

_____ Fayetteville-Springdale

_____ Fort Smith

_____ Pine Bluff

Name _____

Institution _____

Address _____

City _____

State _____ Zip _____

RETURN TO:

Arkansas Employment Security Division
Research & Analysis Section
P.O. Box 2981
Little Rock, AR 72203

Think Before Answering

Think before answering questions. Be polite, accurate, honest and frank. The employer is especially interested in the experience and training which fits you to the job. So be prepared to answer questions such as these:

- What work have you done?
- How did you do it?
- Did you use any special tools or equipment?
- How much did you earn?
- Have you done any volunteer work, work without pay, around church, school or home?
- Do you have hobbies which might help you on a job?

Don't Argue

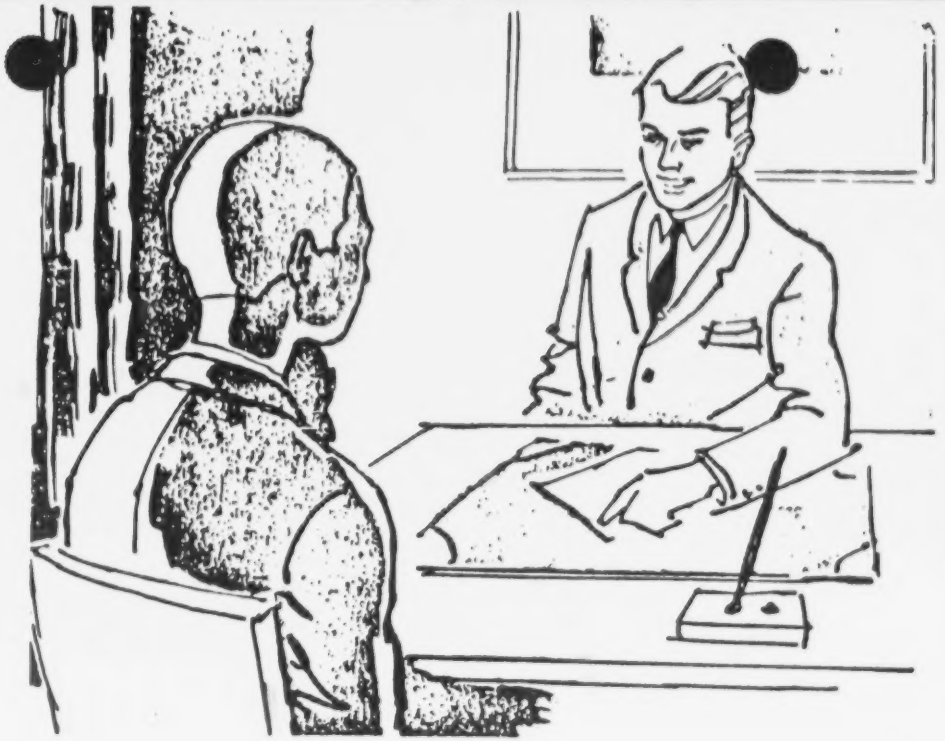
Be diplomatic, polite and tactful. Listen to everything the prospective employer has to say. Don't argue. Try to answer all questions accurately and tactfully.

Leave Your Troubles at Home

Don't tell the employer your troubles. He is not interested in your personal or family problems. He is interested in *you* as a prospective employee.

Seek Advice

As the interview ends, even though you feel you may not get this job, be cordial. Seek the employer's advice on other jobs which may open in the future. Make a good impression; he may call you back in the future.



how to...

PREPARE YOURSELF FOR JOB INTERVIEWS

ARKANSAS EMPLOYMENT SECURITY DIVISION

67

78

. . . before you get almost any job, you will have an employment interview. That interview is probably the most important single step to a job. So to help you along the way, here are some suggestions—ways you can prepare yourself beforehand for that decisive step into your future.

Know Yourself

What are your interests and qualifications? Your prospective employer will want to know, so be prepared to talk about them briefly, intelligently and clearly during the interview.

Know Something About the Firm

Before the Public Employment Service sends you out for a job interview, ask about the firm. The more you know about the firm the better able you will be to suggest ways you can be of service to your prospective employer when he interviews you.

Check Your Personal Appearance

Before you leave for the interview, check your appearance. Be neat, clean, with hair combed, fingernails clean, and shoes shined. Don't wear skintight jeans, slacks or party dresses. Gaudy jewelry, heavy makeup, strong perfume are out.

DON'T
wear jeans

DO
look neat

Go to the Interview Alone

The employer is interested in you, in the way you present yourself. He doesn't want to hear what your relatives or friends think of your qualifications. He will judge for himself.

Arrive Early

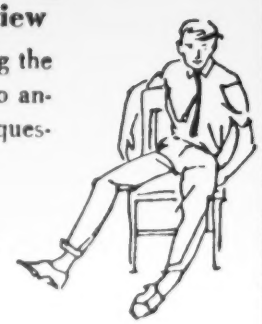
Get to the interview a few minutes ahead of time. Present yourself in a straightforward manner. Let the receptionist know who you are and whom you wish to see.

Be Alert During the Interview

Sit up straight and look alert during the interview. Try to be at ease and to answer your prospective employer's questions in a businesslike manner.

DO
sit
straight

DON'T
- slouch



Bring a Fact Sheet

A fact sheet about your jobs, dates of work, wages, kinds of work and reasons for leaving, is essential. Make the fact sheet brief but accurate.

Be prepared to give, if necessary . . .

1. Names and addresses of employers.
2. Dates you worked.
3. Names and addresses of at least two other persons who know of your abilities and background.
4. Names and addresses of all schools you have attended.
5. Dates you attended each school.
6. Dates of graduation and type of diploma received.
7. Subjects you took in school and ones you liked most, and least, and those that might help you with a job.
8. Extracurricular activities at school, like clubs and offices held.
9. Important papers such as proof of age, military records, draft cards, work permits, social security card, health certificate, licenses (driver's), union cards.

SAMPLE THANK-YOU LETTER TO HOST SITES

Participants should modify letter
so they will not all be the same.

or

A different educator could be assigned
to write the thank-you note each time
on behalf of the rest of the class.

Date

Name
Company
Address

Dear _____:

Thank you for opening your plant (office) to our Educators-in-Industry class this week. I really learned alot from the presentations by your colleagues. I feel that the information you gave us will be very useful in my _____class.

We appreciate your willingness to work with the schools in _____.

Sincerely,

Name

70
(12m)

ORBIT

ORBIT VALVE COMPANY
A DIVISION OF ORBIT VALVE INTERNATIONAL, INC

27 February 1984

Dear Educators-in-Industry Participant:

We are looking forward to meeting you on Tuesday, March 6, at 4:30 p.m.

When you come to Orbit, park in the east office parking lot and use the main entrance. (See attached map) There will be signs showing the way to the conference room.

After a brief welcome, your group will be divided into two smaller groups for a tour of our machine shop and a CAD/CAM demonstration. During the tour, you are asked not to take photographs while in the machine shop. I would also advise you to dress comfortably, since you will be on your feel for quite a while.

A light supper will be available.

We want you to have an interesting and enjoyable learning experience.

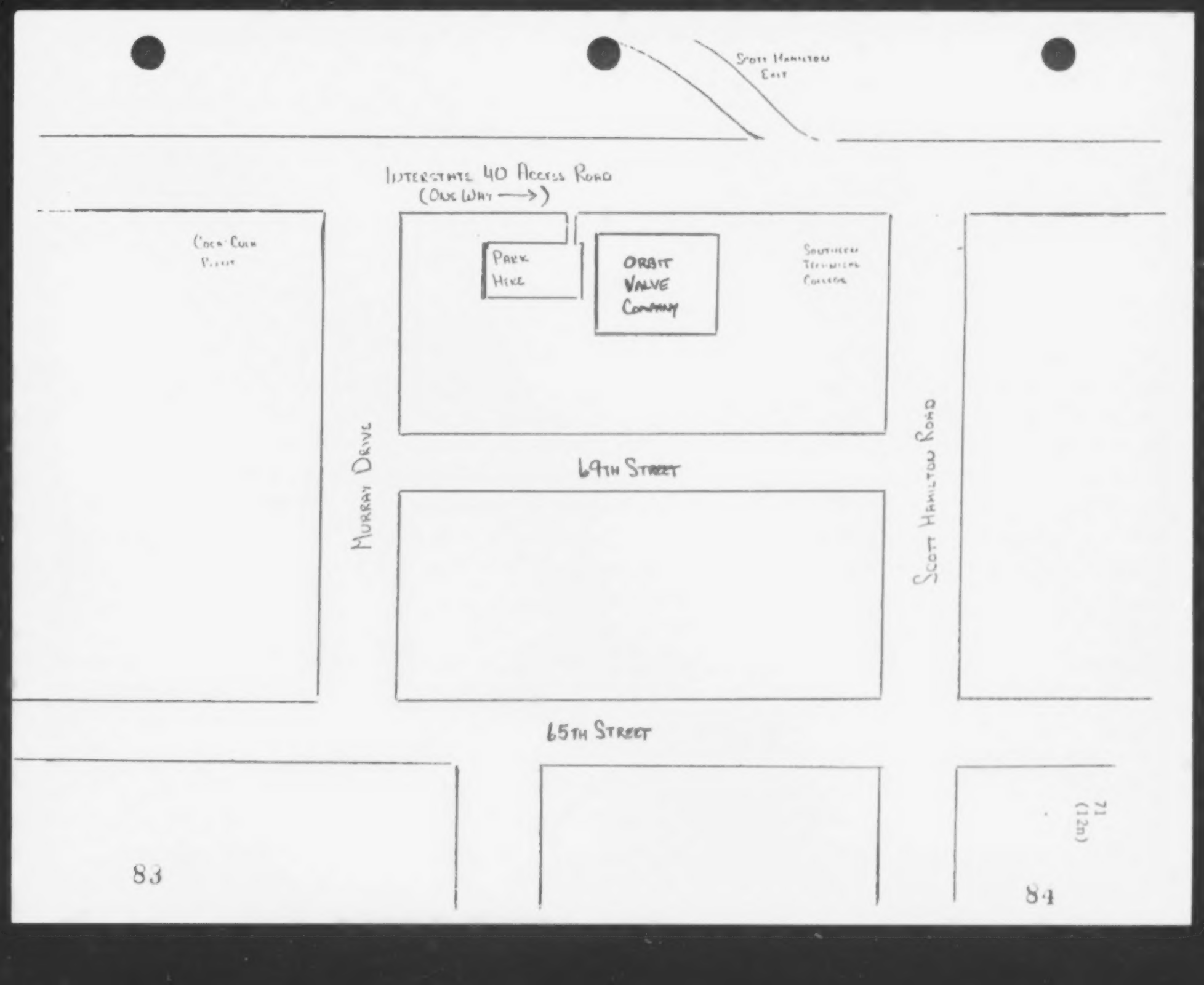
Sincerely,

Virginia

Virginia Lowe
Quality Circles Coordinator

Attachment

7500 INTERSTATE DRIVE • POST OFFICE BOX 9070 • LITTLE ROCK, ARKANSAS 72219, U.S.A. • (501) 568-6000 TELEX 536-230


Scott Hamilton Exit
Interstate 40 Access Road
(One Way →)
Coca-Cola Plant
Park Here
Orbit Valve Company
Southern Technical College
Murray Drive
69th Street
Scott Hamilton Road
65th Street
83
71 (12n)
84

ORBIT

ORBIT VALVE COMPANY

A DIVISION OF ORBIT VALVE INTERNATIONAL INC

EDUCATORS-IN-INDUSTRY

March 6, 1984

AGENDA

Welcome		4:30 p.m.
Jim Chambers	President	
Plant Tours		4:45/5:05 p.m.
Craig Lance	Industrial Engineer	
CAD/CAM Demonstrations		4:45/5:05 p.m.
Rocky Ford	CAD/CAM Engineer	
Dinner		5:30 p.m.
Panel Discussion		6:00 p.m.
Rodger Gross	Manufacturing Manager	
Tom New	Manufacturing Engineering Manager	
Art Williams	Personnel Representative	

7500 INTERSTATE DRIVE • POST OFFICE BOX 9070 • LITTLE ROCK, ARKANSAS 72219, U.S.A. • (501) 568-4000 TELEX 536-230

PHYSICAL THERAPIST ASSISTANT CURRICULUM

The Associate of Applied Science degree in Physical Therapist Assisting would require successful completion of 65 hours of coursework including 29 hours of general education requirements and 36 hours of Physical Therapy Coursework.

Prerequisites:

English (1310, 1320)	6 hours
Biology (1400, 2405)	8 hours
Psychology (1300)	3 hours
Math (1360)	3 hours
U.S. History or U.S. Govt.	3 hours
Physics (1400)	4 hours
P.E. or Health Education (2200)	2 hours
TOTAL	29 hours

Recommended Course Sequence for Prerequisites

Fall Semester

English	1310	Communication I	3 hours
Biology	1400	Biology for General Education	4 hours
Psychology	1300	General Psychology.	3 hours
Physics	1400	. . . . .	4 hours
Physical Education		(optional if HE 2200 taken in Spring Semester)	1 hour
		TOTAL	14 or 15 hours

Spring Semester

English	1320	Communication II.	3 hours
Biology	2405	Human Anatomy and Physiology.	4 hours
Math	1360	Mathematics for General Education	3 hours
U.S. History or	U.S.	Government.	3 hours
Health Education	2200	Health and Safety	2 hours
or			
Physical Education		. . . . .	1 hour
		TOTAL	14 or 15 hours

BEST COPY AVAILABLE

ARKANSAS

DEPARTMENT OF PARKS & TOURISM
JOB CLASSIFICATIONS

The job titles listed below are positions available with the Department of Parks & Tourism.

Director, Parks, Recreation and Travel
Director, History Division
Parks Division Director
Tourism Division Director
Chief, Administrative Services
Museum Services Director
Great River Road Director
Ozark Folk Center Manager
Resort Area Manager
Parks Administrative Manager
Parks Operation Manager
Parks Plan Manager
Parks Chief Engineer
Director, Research & Statistics
Executive Tourism Editor
Construction Engineer II
Personnel Director
Program Services Administrator
Regional Park Supervisor
Tourism Editor
Travel Information Center Administrator
Director, Research & Statistics
Folklife Director Ozark Folk Center
Museum/Archivist Conservator
State Trails Coordinator
Tourism & Promotional Specialist
Revenue Operation Manager
P & T Purchasing Manager
Park Project Supervisor
Music Program Promotional Coordinator
Field Auditor Supervisor
Park Planner
Construction Engineer I
Park Superintendent IV
Assistant Director Personnel
Curator
Sub-Grant Administrator III
Accounting Supervisor I
Motion Picture Production Director
Folk Center Fiscal Administrator
Archivist
Museum Consultant
Records Management Analyst II
Park Superintendent III
Planning Specialist III
Maintenance Assistant Specialist
Oil & Brine Museum Director
Oil & Brine Director of Education
Carpenter Supervisor
Field Auditor II
Bldg. Maintenance Supv. II
Information Officer II
Planning Specialist II
Park Construction Inspector
Surveyor
Chief Photographer
Electrician Supervisor
Exhibits Specialist
Staff Development Specialist II
Facility Manager IV
Folk Center Administrative Services Manager
Archeological Park Superintendent
Park Superintendent II
Administrative Assistant II
Journeyman Carpenter
Commercial Artist II/Graphic Art II
Security Officer Supervisor
Heating & A/C Mechanic
Museum Exhibit Specialist
Librarian II
Park Ranger
Accountant I
Building Plant Maintenance Supervisor I
Commercial Artist I/Graphic Art I
Inventory Control Manager
Word Processing Supervisor
Photographer II
Food Production Manager II
Administrative Assistant I
Facility Manager III
Historical Artist
Park Interpreter II
Information Officer I
Planning Specialist I
Travel Information Writer I
Park Superintendent I
Auditorium Manager
Conservation Corps Site Coordinator
Food Production Manager I

CAREER OPPORTUNITIES

DIETETICS

JOB TITLE	JOB RESPONSIBILITIES	EDUCATION REQUIRED	STARTING SALARY
DIETARY AIDE I	DISHROOM AND DINING ROOM ATTENDANTS	HS EDUCATION	$8,000
DIETARY AIDE II	PATIENT TRAYLINE WORKERS (SERVE FOOD, MAKE FINAL PREP, CLEAN AREA)	HS EDUCATION	9,000
SALAD MAKER	PREPARE SALADS FOR CAFE AND PT TRAYLINE FROM RAW	HS EDUCATION	9,000
CASHIER	OPERATES CASH REGISTER	HS EDUCATION	10,000
DIET CLERK	TALLIES THE AMOUNTS OF FOODS TO PREPARE FOR PATIENTS, TYPING, FILING, CHECKS ACCURACY OF TRAYLINE	HS EDUCATION	10,000
BAKER	PREPARES BREAD AND PASTRIES CONVENTIONAL METHODS	HS EDUCATION	12,000
COOK	PREPARES MEATS AND VEG CONVENTIONAL METHODS	HS EDUCATION	12,000
DIETETIC ASSISTANT	CHECKS PATIENT MENU SELECTION FOR ACCURACY ACCORDING TO THE DIET MODIFICATION	BS DEGREE IN HOME EC WITH EMPHASIS IN FOOD AND NUTR. OR CERTIFICATION (1 YR. CORRESPONDANCE COURSE)	12,000
CLINICAL DIETITIAN	VISITS PATIENTS AND INSTRUCTS ON SPECIAL DIETS, MAKES RECS TO MD ON NUTRITIONAL CARE OF PTS	4 YR ACCREDITED COLLEGE OR UNIV PLUS 1 YR INTERNSHIP OR 2 YR MASTER DEGREE PROGRAM	16,000
ADMINISTRATIVE DIETITIAN	HIRES, TRAINS, DISCIPLINES EMPL PLANS MENUS, OVERSEES PRODUCTION	SAME AS ABOVE	23,000

75 (12p)

JOB CLASSIFICATIONS

TITLE	SOURCE	SCHOOL	QUAL	MIN.SAL	AV.SAL	ADVANCEMENT
Drafter	Vo-Tech ESD	High School Vo-Tech diploma Military schooling	B average with very neat handwriting	8.33	9.54	Drafter Checker
Model Maker	Vo-Tech ESD Newspaper Ads	High School Vo-Tech diploma	Years of experience We use only tool & die persons as most of our work is held to minimum tolerance	9.36	11.74	Supervisor

The
Springdale News
Special Edition

Copyright 1983 by Springdale Publishing Co

Largest evening circulation in Northwest Arkansas

October 17, 1983

NEWS Photo by Morris White

Educators Visit NEWS
Springdale teachers participating in Educators in Industry program, sponsored by Chamber of Commerce, toured the Springdale News Monday night. Teachers taking part in the program were Liz Pickering, Nancy Roark, Dorothy Tyler, Betty Kay Gillihan, Carol Hinds, Connie Franks, Paul Brinkley, Jim Ward, John Ryan, Wanda Johnson, Leanne Reed and Bill McIver.

NEWS Hosts Educators in Industry

Members of the Educators in Industry class were welcomed to the Springdale NEWS Monday night by general manager Dan Smith and then toured the plant to view first-hand the process of building a newspaper.

Sponsored by the Chamber of Commerce, the Educators in Industry program is aimed at bridging the gaps between educational and industrial needs and is designed to acquaint educators with the needs of area businesses and industries.

During their tour of the NEWS, class members met with each department manager for brief explanations of their departments' roles in the paper and then watched an actual press run of a special tabloid.

Differences between the newspaper and other industries were cited by Smith, who noted the paper is heavily personnel oriented. Unlike other industries, he continued, newspaper employees work under the constant pressure of daily deadlines. Smith also remarked that each department is dependent on employees in other departments doing their jobs.

Theresa Eubanks, business office manager and cashier, described some of the numerous responsibilities of her department and noted the duties of the business office range from billing advertisers and subscribers to steering customers to the correct area, whether that be within the newspaper or with some other agency.

The business office is also responsible for taking personnel applications and screening applicants for various departments, for dealing with customer complaints and handling receipts, she said.

The marketing and distribution of the finished newspaper is handled by the circulation department, according to circulation manager Doug Norwood. The newspaper carriers are independent contractors with designated territories and each has the exclusive right to deliver within his territory, Norwood said.

Within the city limits, both adult carriers and youth carriers are used, he continued, explaining that younger carriers operate under the "Little Merchant System."

Both types of carriers purchase newspapers at a wholesale rate and resell the paper at retail, he noted.

Advertising's importance to the paper was described by Danny Dotson, advertising manager. Financial support for the paper comes from advertising, he commented.

Dotson showed the group how rough advertising copy is taken by sales personnel and then composed into layouts and submitted to the composing room for production.

Dotson explained the importance of being able to deal with the public in his position, which he described as a "persuasion-type job."

Editor Jim Morriss touched on each area making up the editorial department: sports, lifestyles, general news and photography and explained what topics are covered by each section.

General news coverage priorities begin with the local governments of Springdale, Fayetteville and Washington County, Morriss said, noting those topics can "branch off in a thousand directions." Coupling those subjects with school coverage results in two fairly broad areas, he continued.

After the top priority subjects coverage extends to topics such as general news events and people, Morriss remarked, commenting such topics are covered as well as possible with the "pretty compact" news staff.

To teachers he stressed the importance of advance notification of school events their sponsors would like publicized and noted written notification gives the editor and reporter or photographer, if assigned, a better idea of what to expect than just a phone call.

Production manager Terry Duck described the flow of news and advertising copy through his department and displayed typesetting computers to the group. He demonstrated the actual building of a camera-ready page and then class members watched as Duck went through the final steps of preparing page-size negatives and offset plates for the NEWS' 32-page press.

As the Educators in Industry class members stood by, the press run was started and each visitor received a copy of the Springdale News special edition.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

The Log Cabin Democrat

Sunday Edition

CONWAY, ARKANSAS, SUNDAY, AUGUST 1, 1982 — 50 Cents

Representatives of businesses and schools discuss plans for new program. (Laura Robins Photos)

Begins in January—

Program designed to inform teachers, counselors about the industrial world

By ANN BEENE EVANS
Of the Log Cabin Staff

A program to familiarize Conway Public School counselors and teachers with the industrial world will begin in January, with college credit earned by those who enroll in the program.

Area industries will participate in the program, with instructors from the University of Central Arkansas teaching the course.

A meeting to get the program off the ground was held Tuesday, with persons representing city businesses, industries and schools attending.

Those attending included Milt Donea, president of American Transportation Corp.; Jan Partain, assistant director of the Arkansas Advisory Council for Vocational-Technical Education; James F. Pew, director of the Area Career Center at Conway High School; Jim Stone, president of the Conway Chamber of Commerce; Ray Salati, division manager of manufacturing at FMC Corp., and Martha Linch, personnel manager at Virco Industries.

Stone attended a state-wide conference for Educators In Industry in Little Rock on July 8 and became interested in beginning a similar program in the Conway schools.

"I've talked with (Superintendent Carl) Stuart and some of the principals about this, and they seem excited," explained Stone at the meeting. "I also think we'll have the backing of the administration and the teachers."

Carlson said he hoped the program would help teachers and counselors "learn more about the real world."

Educators would also learn how industries fit into the community, include providing educators with realistic job and work-related experiences and information for students, information on careers in business and industry, providing a continuing relationship between industry personnel and educators, and "hands-on" experience for educators.

The educators will tour individual industries and will also have a "shadowing" program, where they watch an industry worker do his job.

Graduate credit for teachers and undergraduate credit for those in the Career Center will be offered, said Carlson.

Under a district policy, each teacher must complete six additional college credits within five years. Those completing 12 or more hours may receive salary increases.

The concept of Educators in program in the Conway district and the teachers' tuition, the district will pay for the program and the teachers will pay their own tuition.

"When Fort Smith put this program into effect, the teachers paid their own tuition," said Mrs. Partain. "In Jonesboro, GE funded the program, which cost over $40,000, much of which was tuition that was paid for the teachers."

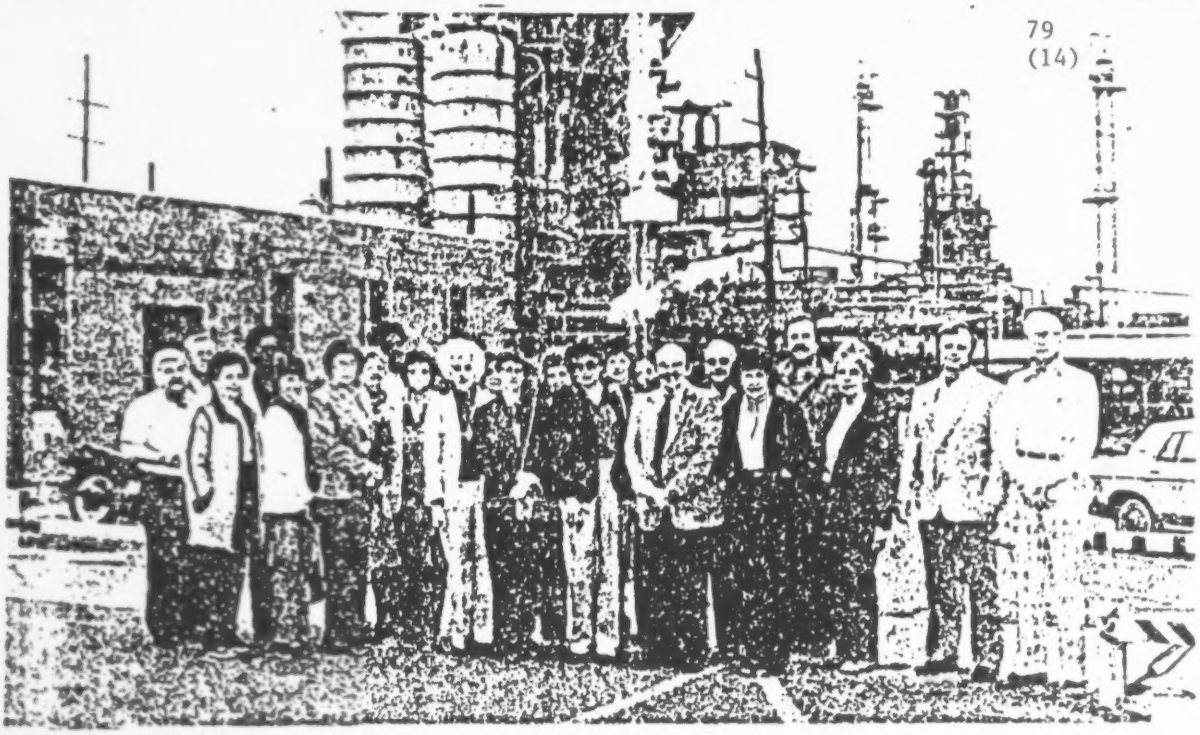
Tuition costs will be decided by UCA.

Actual expenses for the program are relatively small, said Stone. The only cost to the district would be a banquet, if one is held at the beginning of the program. Such a banquet cost about $750 for the Fort Smith school district. The banquet is an optional item, Stone pointed out.

A total of 15 sessions might be a good idea, said Mones, with three

BEST COPY AVAILABLE

79
(14)



News-Times/Courtesy of Tosco Corp.

Educators taking plant tour

The General Electric Foundation's Educators-in-Industry program is a 15-week course for area teachers and administration officials to show them what types of careers the workers of tomorrow will be facing. The 18 El Dorado participants visit local industries in hopes of learning what specific manpower needs the companies require. In turn, the educators return to the classroom and guide students toward these specific employment demands. Here the class visits Tosco Corp. to learn about that industry's demands.

Educators go back to school to study needs of industry

By GREG SWIERCZ
Staff Writer

Local educators are "going back to school" to learn the manpower needs of industry as part of the "Educators-in-Industry" program being sponsored by General Electric under the auspices of Southern Arkansas University at Magnolia.

The three-hour graduate level course will take 18 area educators through 15 three-hour sessions at various local industries to gain firsthand knowledge about how they can better equip their students to learn the skills necessary for the needs of industry.

El Dorado is one of several Arkansas communities participating in the

School, said. "With the course, we will now be able to tell the students what is needed in industry."

The General Electric Foundation has been working with career education since 1959, and the Educators-in-Industry program has evolved into this in-service educational program. Originally pioneered in Louisville, Ky., and Lynn, Mass., the first Arkansas program began in Jonesboro, where there is a GE plant, in the spring of 1982.

Since then, state conferences in Little Rock last summer promoted the educational program, and El Dorado, among several other cities, seriously considered the program.

started the program," Holiman said.

He said the educators are getting a viewpoint that is not seen from the classroom.

"We usually try to have summer projects where the teachers visit area businesses to familiarize them with industry, but this program is a perfect extension of what we at the chamber try to do to improve the interaction between education and industry," Holiman said.

The class, now in its third week, has toured Tosco Corp., Ensco and KTVE-TV. Other local industries on the course schedule include Murphy Oil Corp., Country Pride Foods Ltd., First National Bank, National Bank of

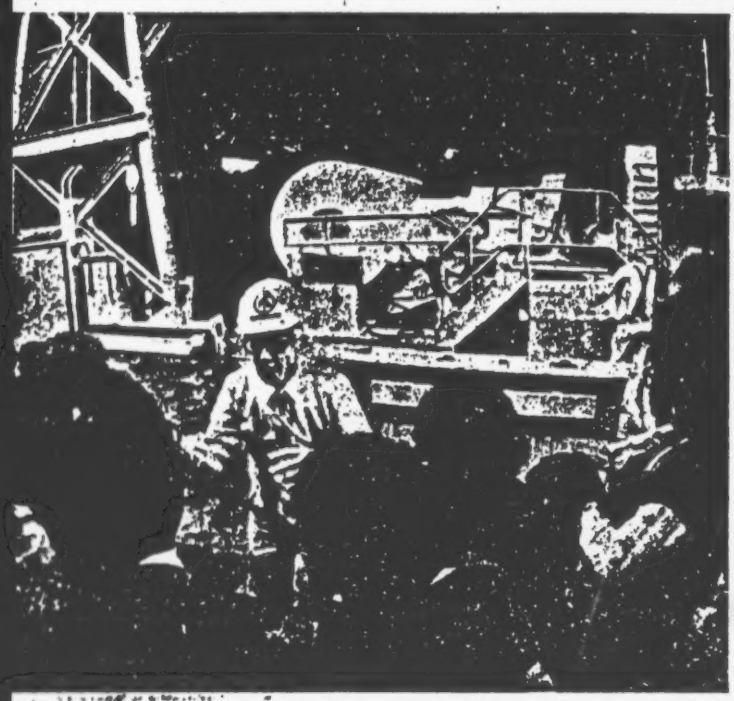
SAU.

As for the transmissio of information to the stu dents, teachers are re quired to plan a projec with their students an prepare a paper explair ing how the learning expe rience will improve th quality of the students' ir struction.

In addition, the shadov ing experience require the educators to work nin hours on-the-job or alon side workers at several the industries. The shac owing, along with th paper and class particip tion, will be the basis fo the grading for the course

Holiman said the pr gram will probably b come permanent for E Dorado area educators.

Arkansas Gazette. Section B



John Klingner explains paper-making procedures to educators touring International Paper Company's plant in Pine Bluff. —Staff Photos by Jeff Mitchell

Menz observes X-ray equipment (left) during 'work shadowing' experience at St. Vincent Infirmary and smiles (right) as the shift ends. —Photos by Jeff Mitchell

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Teachers 'Shadow' Workers to Help Prepare Students for Careers

By IRENE WASSELL
Gazette Staff

There's a real world out there after high school, and Educators in Industry, a graduate course offered through the University of Arkansas, is helping teachers prepare their students for it.

Modeled after a 20-year-old General Electric Company program, the course allows educators to learn firsthand what training or skills industries require and what benefits they offer.

A vital part of the program, which began in Arkansas in 1982, is "work shadowing." Teachers work alongside or fill in for regular employes to learn about job skills, work habits and employe attitudes.

Evelyn Menz, who enrolled in the course during the fall semester, did her "shadowing" one day at St. Vincent Infirmary as an X-ray technician in the heart laboratory. As part of her course, the biology teacher at Parkview High School arrived at the infirmary at 7 a.m. and during the next four or five hours witnessed five heart catheterizations. It was a "real eye-opener," she said.

"They treated me as though I had just gotten out of tech school. They gave me booties, a lead apron, and they told me what was going on. One of the heart catheterizations was routine, but one [patient] had a lot of calcification in the mitral valve and it was hard for the catheter to go through. It took 25 minutes. The doctor kept reassuring the patient and informing the people around what was going on. I was wringing my hands and perspiring with worry. I got so nervous, I wanted to go into the room and say, 'Give me that wire and I'll get it in there.' When it finally went through, it was like a space launch, everybody was so happy.

"It is also exhausting, because you are on your feet for several hours, and you are carrying an extra eight to 10 pounds in the lead apron. It takes a lot of stamina."

On the lighter side, she remarked, "You don't need clothes to work in a hospital. You only need tennis shoes and mascara. Everything else is covered up with gowns."

—Staff Photo by Art Morpol

Menz dons mask.

"I was able to give my students firsthand information, and it was right here in Little Rock, not in Boston or El Dorado. Also, now I know some of these people and I can call them up and say, 'Can you come talk to my people or can they come and observe?' They are interested in education because it saves them time and money to have well-trained people. The more we can prepare our kids at this [high school] level, the more it saves industry money," Menz said.

Menz and three fellow teachers — Dixie Atkins, Vanessa Hampton and Jackie Dyer — have used information they gathered to produce a narrative tape and slide presentation of all the companies they visited and their needs. The students can use it for career planning.

During the fall semester, 125 teachers enrolled in Educators in Industry classes in Pine Bluff, Camden and Fort Smith. Classes also have been held in El Dorado, Jonesboro, Searcy, Conway and

Tour Paper Plant

Recently, the Pine Bluff class met at International Paper Company. During a tour of the noisy and malodorous plant, the educators saw the production of two different types of paper — newsprint and a plasticized cardboard for use in milk cartons. The paper, first seen as a white pulpy mash, is processed through machines three stories high and as long as two football fields. The finished products are wound in rolls at least 10 feet in diameter and 20 feet wide.

After the tour, the educators had a barrage of questions for the company representative, John Klingner. They wanted to know how many employes IP had, the ratio of women employes, salaries and fringe benefits, age requirements, average turnover, employment needs, about unions, training programs, application procedures, necessary skills and whether robots figured in the company's future.

Klingner told the educators that the company employs 1,400 at the Pine Bluff plant; 110 of the 1,400 employes are women, most working in clerical jobs; laborers start at $7.70 an hour; employes must be 18 years of age or older; the average employe turnover is 80 a year; the company is 95 per cent unionized; the best way to apply is to go in person to the personnel office; the company has no scholarship program; it looks for employes with a learning potential; robots are not expected to be a large part of the paper industry, and, in the next decade, the greatest employe need will be in the engineering and accounting fields.

Praise Course

Teachers, co-ordinators of the course and industry representatives alike have praised the Educators in Industry course.

Gerald McCants, co-ordinator for the Pine Bluff class and vice chancellor for student affairs at the University of Arkansas at Pine Bluff, said the course "shocks the teacher to the real world because they may learn that students just

Mass Merchandisers, Inc.
BOX 790 HARRISON ARKANSAS 72601

COMPANY CORRESPONDENCE

82
(15)

To: EDUCATORS-IN-INDUSTRY PARTICIPANTS & SPONSORS

From: MIKE NABORS, EXISTING INDUSTRIES COMMITTEE, HARRISON C OF C

Date: APRIL 4, 1984

Subject: END OF COURSE BANQUET

You and your spouse or guest are cordially invited to attend an informal get-together in honor of the successful completion of the first Educators-in-Industry program in Harrison. You will be the guest of the sponsoring Harrison businesses and industries.

The event will be held on Thursday, May 3 beginning at 5:00 p.m. at the Ramada Inn in Harrison. After a social hour we will have dinner and then share in the presentation of course certificates and checks from our sponsors for partial tuition reimbursement, as well as comments from both participants and sponsors.

Our first semester has been a great success. We all should share the credit for a terrific job. You deserve it, so plan on attending May 3.

Regrets only to Cheri Marks, Mass Merchandisers, Inc. - 741-3425.

Mike Nabors

01/6